

**THE COMPARISON OF TEACHER TALK IN THE ENGLISH
LEARNING TEACHING PROCESS AMONG THREE
DIFFERENT LEVELS: ELEMENTARY, JUNIOR AND
SENIOR HIGH SCHOOLS IN BANTUL IN THE ACADEMIC
YEAR OF 2009/2010-2010/2011**

A THESIS

**Presented as a Partial Fulfillment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Language Education**



Written by:

**CATHARINA KRISTIANINGSIH
04202244006**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2011**

APPROVAL

The Comparison of Teacher Talk in the English Learning-Teaching Process among Three Different Levels: Elementary, Junior and Senior High Schools in Bantul in the Academic Years of 2009/2010-2010/2011

A Thesis

Written by:

Catharina Kristianingsih

04202244006

Approved by the Consultants on

May 4th, 2011

First Consultant

Second Consultant

Drs. Sugirin, M.A., Ph. D
NIP. 19491127 198403 1 001

Nunik Sugesti, M. Hum
NIP. 19710616 200604 2 001

RATIFICATION SHEET

**The Comparison of Teacher Talk in the English Learning-Teaching Process
Among Three Different Levels: Elementary, Junior and Senior High Schools in
Bantul in the Academic Years of 2009/2010-2010/2011**

A Thesis

Accepted by the board of Examiners
Faculty of Languages and Arts
State University of Yogyakarta
On May 4th, 2011

And declared to have fulfilled the Requirement to Acquire
A Sarjana Pendidikan Degree

Board of Examiners

Chairman	: Basikin, S. Pd., M. Phil., M. Ed	_____	May 4 th , 2011
Secretary	: Nunik Sugesti, M. Hum	_____	May 4 th , 2011
First Examiner	: Dra. Nury Supriyanti, M.A	_____	May 4 th , 2011
Second Examiner:	Drs. Sugirin, M.A., Ph. D	_____	May 4 th , 2011

Yogyakarta, May 4th, 2011
Faculty of Languages and Arts
State University of Yogyakarta

Dean,

Prof. Dr. Zamzani
NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Catharina Kristianingsih
NIM : 04202244006
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni

Menyatakan bahwa karya ilmiah yang berjudul:

**THE COMPARISON OF TEACHER TALK IN THE ENGLISH LEARNING
TEACHING PROCESS AMONG THREE DIFFERENT LEVELS: ELEMENTARY,
JUNIOR AND SENIOR HIGH SCHOOLS IN BANTUL IN THE ACADEMIC
YEARS OF 2009/2010-2010/2011**

Adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, tidak berisi materi yang ditulis oleh orang lain. Kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, hal itu sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, May 4th, 2011
Yang membuat pernyataan

Catharina Kristianingsih
NIM. 04202244006

Dedication

I dedicated this thesis to

- ✓ *My beloved father FX Hardiman and mother Margareta Sumiyati*
- ✓ *My beloved younger brother Ndaru*
- ✓ *My beloved fiancé Antonius Edi Kuswara*

I do apologize for the delay and I thank you for all of your understanding and patience. Thanks for the prayer and love...

Thank you for every support you have all given to me...

MOTTOS

**Everything is precious on its time.
(Pkh 3: 11)**

**Many failures in life come from those who cannot realize how close
they are to the success when they surrender.
(Thomas Alva Edison)**

**The most dangerous enemy in the world is timorous and worried. The
most loyal friend is only courage and a strong conviction.
(Andrew Jackson)**

ACKNOWLEDGEMENTS

First of all I would like to express my greatest gratitude to Jesus Christ, the Merciful and the Compassionate, for everything granted to me so that I have finished this thesis. I also realize that I might not have finished this thesis without the help of other people. Therefore, I would like to express my deep gratitude and appreciation to those who have helped me.

I would like to express my sincere gratitude to Mr. Drs. Sugirin, M.A.,Ph.D and Mrs. Nunik Sugesti, M. Hum, my first and second consultant for their willingness and patience to guide me in writing this thesis. I thank them for their time, guidance, suggestions, support and kindness to share their ideas into my thesis. I'm truly grateful to Mr. Samsul Ma'arif, M.A., the Head of English Education Department and Mrs. Siti Mukminatun, M. Hum, my academic advisor, who have guided and supported me during my studies. My thanks are also for all lectures of English Education Department from whom I have got and learnt much knowledge.

My sincere gratitude also goes to the principal of SD Muhammadiyah Bodon, SMPN 1 Bantul and SMAN 1 Bantul, Drs. H. Sukemi Tirta. M. Pd. , Bambang Edy Sulistiyana, M. Pd, Drs. Isdarmoko, M. Pd, who have allowed me to conduct the research in their schools. My thanks are also for the English teachers of those schools, Ms. Wulan, Mrs. Sri Rohmah and Mrs. Sri Sarjiati, thank you for helping me during the research. I also thank the students of the fifth grade of SD Muhammadiyah Bodon, the second grade of SMPN 1 Bantul and the first grade of SMAN 1 Bantul.

I would like to show my deepest gratitude to my beloved family especially my father, FX Hardiman, my mother, Margareta Sumiyati and my brother, Albertus Ndaru K. They have given me a lot of love and care. I thank them for their prayer, support and understanding.

I would like to show my appreciation to all my best friends at the English Education department. I thank Dwi, Pipit, Eko and Sari, for their kindness, support and sharing. The moments we shared together full of joy, laughter and jokes, are unforgettable.

Last but not least, I also appreciate to Antonius Edi Kuswara for being my shoulder to cry on, a friend to share and care, a person who gives the precious love and gives my new color in my life and a teacher in my real life.

Finally, this thesis is far from being perfect. However, I expect that it could be of some contribution to anyone who conducts qualitative study deal with teacher talk in the English learning teaching process.

Yogyakarta, May 4th, 2011

The writer

Catharina Kristianingsih

TABLE OF CONTENT

TITLE PAGE.....	i
APPROVAL SHEET.....	ii
RATIFICATION SHEET.....	iii
CERTIFICATE.....	iv
DEDICATIONS.....	v
MOTTO.....	vi
ACKNOWLEDGEMENT.....	vii
TABLE OF CONTENT.....	ix
LIST OF TABLE.....	xii
ABSTRACT.....	xiii
 CHAPTER I INTRODUCTION.....	 1
A. Background of the Problem.....	1
B. Identification of the Problem.....	3
C. Limitation of the Problem.....	4
D. Formulation of the Problem.....	5
E. Objectives of the Problem.....	5
F. Significances of the Problem.....	5
 CHAPTER II THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK.....	 7
A. Theoretical review.....	7
1. Components of the Teaching and Learning Process.....	7
a. Learner.....	7
b. Material.....	8
c. Teaching and Learning Methodology.....	9
d. Media.....	10
e. Teacher.....	11
2. Teacher Talk.....	12
3. Teacher Talk in English Learning-Teaching Process.....	15
4. Aspects in Teacher Talk.....	16
a. Language Function.....	16
1) Greeting.....	16
2) Instructing.....	17
3) Explaining.....	19
4) Questioning.....	19
5) Responding.....	20
6) Checking.....	20
7) Repeating.....	21
8) Correcting.....	21
9) Giving Feedback.....	21
10) Warning.....	22
b. Speech Modification.....	23

c. Code-Switching.....	25
5. Teacher Talk at Three Different levels of Education.....	26
a. Elementary School.....	26
b. Junior High School	27
c. Senior High School.....	28
B. Conceptual Framework.....	29
CHAPTER III RESEARCH METHOD	31
A. Research Method	31
B. Subject of the Research.....	32
C. Object of the Research.....	32
D. Setting of the Research	32
E. Research Instrument	33
F. Data Collection	33
G. Data Analysis	34
CHAPTER IV FINDINGS AND DISCUSSIONS	36
A. Research Findings	36
1. The Language Functions.....	36
2. The Speech Modification.....	36
B. Discussions	37
1. The Language Function among Three Different Levels.....	37
a. The Language Functions in the Elementary School	37
b. The Language Functions in Junior High School	45
c. The Language Functions in Senior High School.....	55
d. The comparison of the Language Functions among Three Different Levels	63
2. The Speech Modification among Three Different Levels	64
a. The Speech Modification in Elementary School	64
b. The Speech Modification in Junior High School.....	69
c. The Speech Modification in Senior High School	71
d. The Comparison of Speech Modification among Three Different Levels.....	74
3. The Code-Switching among Three Different Levels.....	76
a. The Code-Switching in Elementary School.....	76
b. The Code-Switching in Junior High School	76
c. The Code-Switching in Senior High School.....	77
CHAPTER V CONCLUSIONS AND SUGGESTIONS	78
A. Conclusions.....	78
B. Suggestions	78
REFERENCES	80
APPENDIX A.....	83
APPENDIX B	138

APPENDIX C 225

APPENDIX D..... 227

LIST OF TABLES

Table 1: Data Finding of the Language Function	225
Table 2: Data Finding of the Speech Modification.....	226
Table 3: Data Finding of the Code-Switching	226

THE COMPARISON OF TEACHER TALK IN THE ENGLISH LEARNING-
TEACHING PROCESS AMONG THREE DIFFERENT LEVELS: ELEMENTARY,
JUNIOR AND SENIOR HIGH SCHOOLS IN BANTUL IN THE ACADEMIC
YEARS OF 2009/2010-2010/2011

Catharina Kristianingsih
04202244006

Abstract

This research was aimed at describing four aspects of teacher talk used in classrooms. The aspects included: (1) the language function, (2) the speech modification, (3) the code-switching taking place in classroom setting and (4) the quantity of teacher talk compared with student talk.

The research design was descriptive qualitative involving the English teachers and students of SD Muhammadiyah Bodon, SMPN 1 Bantul and SMAN 1 Bantul in the academic years of 2009/2010-2010/2011. It applied an observational method and interviews to collect the data. The data were collected by careful observing and interviewing the teachers and students of the three different levels. With the help of a video recorder and a tape recorder, the researcher recorded all the speech events of the teachers as the main subject and the students as the additional subject. This video recording technique enabled the researcher to preserve the authenticity of the data. These accurate data were then transcribed, read, identified, categorized and analyzed to answer the researcher's questions as those which were mentioned in formulation of the problem.

Referring to the description of the data findings and analysis, the researcher concluded that there were ten types of language functions used by those teachers: greeting, instructing, explaining, questioning, responding, checking, repeating, correcting, giving feedback and warning. The teachers used their language functions were mostly in the form of instruction and explanation. The speech modifications that were used for helping students to understand the material were modification of grammar, vocabulary and speech rate and gestures. The teachers used various types of speech modification at the time they had their teaching in the classroom. A different teacher had a different way of modifying the language. Some of them did it communicatively including some gestures and the other only tried to manipulate their words using the simpler ones. The type of code-switching that occurred was from formal into informal within a language.

CHAPTER I

INTRODUCTION

A. Background of the study

English is included in the school curriculum as the first foreign language in Indonesia. In brief, English has an important role in educational areas. Therefore, schools have a responsibility to give and provide students' lessons with the English exposure. In the second language teaching, a language input is strongly needed. Language teaching is a complex process involving many interrelated factors. Larsen-Freeman in (Xiao-yan 2006: 6) point out that language teaching can be summarized into three fields: language learners/learning (how to learn), language/culture (what to learn), and teachers/teaching (how to teach).

In Indonesia, for foreign language learners, classroom language is the main source to acquire the language. It is not only as the major source of language learning but also as a tool by which English is taught. Besides, it is believed that the language used by the teacher for instructions in the classroom that is known as teacher talk, is important in language teaching. It influences the language learning

Besides, teacher talk is needed for good classroom management, to provide clear instructions, tell the students what to expect and do, to call on students by name, etc. Teachers convey knowledge and skills, organize teaching activities and help students practice through teacher talk.

In the classroom, it involves communication between students-teachers and students-students. In this case, a teacher should be able to lead students to have or produce their own language to communicate to each other during the lesson. They also play an important role in the students' learning outcomes whether it is a failure or success. Language used by the teacher in his/her teaching should be in accordance to the students' levels and proficiency. A learning teaching process called successful if it brings a good output. The outcome of the learning teaching process will be good if the teachers play their roles well.

According to Xiao-yan (2006), teacher talk determines to a larger degree whether a class will succeed or not. In the English learning teaching process, the all class activities organization are manifested in the teacher talk. Using teacher talk, a teacher speaks in the target language to convey information, implement lesson plans, involve the students in learning activities and encourage them to communicate in English, and develop students' English proficiency. It means that teacher's language helps students improve their learning achievement and use teacher talk to learn the target language. However, there are many students who are not encouraged to use English for communication especially in the classroom at any levels. So, it is necessary to do some research on the teacher talk. As the beginning, the information on the application of teacher talk at different levels was compared.

B. Identification of the Problem

In the background of the study, it has been mentioned that language used by teachers for instruction in classroom plays an important role. It affects the process of learning and teaching whether it will be a success or failure. However, there many students who are not encouraged to use English for communication especially in the classroom at any level. It is influenced by many reasons: (1) the teacher is not professional in teaching, (2) the student's English mastery is different, (3) the speed of teacher's language is not appropriate with the students' level.

Firstly, English is the target language that is also used as a means of instruction in the English class but the teacher is not professional in teaching. He or she rarely speaks English; he or she dominantly use the mother tongue in his or her teaching rather than the target language, even for the simplest utterance, for example greetings. He/she speaks in Indonesian in giving explanation to the students. He/she also rarely makes any innovation to improve the English, so it gets monotonous and boring during the process. For the level of grades 4, 5 and 6 of elementary school, students should have been given much language input by the teacher. Such condition may obstruct the students to produce English more.

Secondly, students' English mastery is different. Some students can speak and write in English accurately both passively and actively as they master various kinds of idioms and phrases which are grammatically correct and culturally appropriate. However, some others have lower ability in using English. They usually play passively. It is indicated by their limited activities in the learning

process in which they engage when the teacher asks them. They just keep silent and do not try to interact with other students. Their brain capability to understand what the teachers say is different from one to another. As a foreign language teacher, he or she is suggested to simplify his/her talk used for instruction according to the students' mastery.

Thirdly, the speed of teacher's language is not relevant with student's level of acceptance. There are still teachers speaking too fast or slowly. Teacher speaks fast in uttering English words so the students are seen to be blank while they try to absorb what the teacher is saying and they seem like not to understand. In terms of language learning teaching, it can be said that the teacher's explanation is more difficult than the language being learned. Likewise, the teacher speaks too slowly in giving instructions to junior high school students. The language used by the teacher is too simple for them because those students have ever got English as one of their subjects matter in the elementary school. This case may obstruct students' improvement and creativity in learning English. Providing much authentic language input by using the target language for students is suggested to help them master and produce the language itself. A teacher's instruction should neither be too fast nor too slowly.

C. Limitation of the problem

Based on the explanation above, there are many things related to the teacher talk. All aspects are interesting to be revealed and discussed. In this research, the researcher limits the problem to discuss several aspects of teacher

talk at three different school levels: elementary school, junior and senior high schools. They are SD Muhammadiyah Bodon, SMPN 1 Bantul, and SMAN 1 Bantul. The reason is based on the data published by Badan Akreditasi Nasional Sekolah/Madrasah (BAN-SM) saying that they have the highest ranks of accreditation.

D. Formulation of the problem

Based on the limitation of the problems, the problems that are described in this research can be formulated ‘What are the differences in the use of teacher talk in the English learning teaching process at elementary schools, junior and senior high schools in Bantul Regency?’

E. Objectives of the Research

The objective of the research is to identify the differences of the use of teacher talk in the English learning teaching process at elementary schools, junior and senior high schools in Bantul Regency.

F. Significances of the Research

1. To the teachers
 - a. The results of the research can reveal the use of teacher talk in the English learning and teaching process at three different levels, elementary, junior, and senior high schools in Bantul,

- b. The results of the research can be the material resources to improve the teacher's speaking ability to manage the English learning-teaching process and to motivate students to be more eager to learn English.

2. To Yogyakarta State University

The result of the research can provide input to educational program in preparing graduates with high competence in teaching.

3. To other researcher

The result of the research can be an informative input for the other researchers who pay attention to the same subject matter, suppose that they need some information related to the problem that happens in the classroom.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Components of the Teaching and Learning Process

Kemp in Sari (2009: 11) states that the teaching and learning components are goals, topic and general purposes, learner characteristics, learning objectives, subject content, pre-assessment, teaching and learning activities and resources, and supporting facilities.

Some of the teaching and learning components are elaborated as follows:

a. Learner

Richards (1985: 23) also mentions Johnson and Paulston's (1976) statement about the learner's roles in an individualized approach to language learning as in the following points:

- (a) The learner is the planner of his own learning program and thus ultimately assumes responsibility for what he or she does in the class room;
- (b) The learner is the monitor and evaluator of his/her own progress;
- (c) The learner is a member of a group and learns by interacting with others;
- (d) The learner is a tutor of other learners;

- (e) The learner learns from the teacher, from other students, and from other teaching sources.

Rubin and Thompson in (Nunan 1989: 47) suggest that good or efficient learners tend to exhibit specific characteristics as they go about learning second language. Nunan mentions the types and learning preferences as follow:

- (1) “Concrete learners
These learners tend to like games, pictures, films, video, using cassettes, talking in pairs, and practicing English outside class.
- (2) Analytical learners
These learners like studying grammar, studying English books and reading newspapers, studying alone, finding their own mistakes and working on problems set by the teacher.
- (3) Communicative learners
These learners like to learn by watching, listening to native speakers, talking to friends in English and watching television in English, using English out of class in shops, trains, etc., learning new words by hearing them, and learning by conversations.
- (4) Authority oriented learners
These learners prefer the teacher to explain everything, like to have their own textbook, to write everything in a notebook, to study grammar, learn by reading, and learn new words by seeing them.”

b. Materials

Kemp in Sari (2009: 15) states the content must be closely related to the objective and students’ needs. What is specified with respect to the content (the syllabus) and with respect to learner and teacher roles suggest the function for materials (Richards, 1985: 24). He mentions the roles of instructional materials as follows:

- (a) The materials will facilitate the communication abilities of interpretation, expression, and negotiation.

- (b) Materials will focus on understandable and relevant communication rather than on grammatical form.
- (c) Materials will command the learner's interest and involve their intelligence and creativity.
- (d) Materials will involve different types of text, and different media, which the participants can use to develop their competence through a variety of different activities and tasks.

According to Tomlinson (1998), materials refer to anything which is used by teachers or learners to facilitate the learning of a language. In other words, they can be anything which is deliberately used to increase the learners' knowledge and/or experience of the language.

c. Teaching and Learning Methodology

Edward Anthony in Brown (2001:14) states that a method describes an overall plan for systematic presentation of language based upon a selected approach.

According to Richards and Rodgers (in Brown 2001:14), a method is an umbrella term for the specification and interaction of theory and practice.

A method, according to Brown (2001:16) is a generalized set of classroom specifications for accomplishing linguistic objectives. Method tends to be concerned primarily with teacher and students roles and

behaviors and secondarily with such features as linguistics and subject matter objectives, sequencing and materials.

d. Media

Lado (1964: 173-202) states two main types of media as technological aids in language teaching are language laboratory and visual media. The visual media contain pictures, whiteboard, marker, charts, slide and slide projectors, film strips, opaque projectors, overhead projectors, motion pictures, and television.

Burden and Byrd (1999: 144-159) also have a similar idea. They state that a wide variety of media and resources are available for instructional purposes including audio visual materials, books and duplicated materials, and other resources. Audio visual media consist of non-projected visual (chalk boards, display boards, flip charts, etc.), projected visual (overhead projector and transparencies, filmstrips, slides, and opaque projector), audio media (phonograph record, audiotapes and compact disc), multimedia (interactive video, multi-image system, etc), film and video, electronic distribution system (radio, television, etc.), computer-based instructional media (computer), and simulation and games.

e. Teacher

Some of the instructional systems are totally dependent on the teacher as the source of knowledge and direction. In the classical audio-lingual method, the teacher is regarded as the source of language and learning. The teacher is similar to a conductor of the orchestra, whose prime goal is to keep the players in tune and time, and without whom no music could be performed (Richards, 1985: 23).

Richards (1985: 24) quoting Breen and Candlin (1980) about the role of a teacher writes:

“The teacher has two main roles: the first role is to facilitate communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The later role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities... A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities”.

Concerning English as a foreign language, Allen and Valleta (1972: 3) state that the teacher is the key figure in the language course. The factor that sets the tone for the learning activities may simply encourage students' progress. All language teachers are fluent speakers of the language they are teaching. A professional teacher continually tries to improve their competence in the foreign language.

A teacher has an important role in the successful foreign language teaching learning. The teacher is the one who is probable to establish the

conditions and manipulate all factors, which can facilitate and promote the learning such as the activities, the materials, method used, etc.

The attitude of the language teacher influences the students' success. A positive attitude on the part of the teacher is essential to success.

From many elements of learning teaching process, teacher is one of the most important factors. A teacher has many kinds of roles. One of them is the manager of the classroom and as the resource of target language input. Those are covered in teacher talk.

2. Teacher Talk

Richards and Lockhart (1996: 184) define teacher talk the kinds of modifications in teachers' speech that can lead to a special type of discourse. They also add that when teachers use teacher talk, they are trying to make themselves as easy to understand as possible, and effective teacher talk may provide essential support to facilitate both language comprehension and learner production.

Teacher talk or "teacherese" is a concept that refers to a phenomenon occurring in second language learning setting (Glosary of teaching). In other words, teacher talk is a special type of language spoken to learners. Riddell (2003) has a different opinion on teacher talk. He explains that teacher talk is the grading of the teacher's language and the amount of spoken instruction giving and directions.

According to Gower, Phillips, and Walters (1995: 33), there are advantages and disadvantages of teacher talk which are as follows:

a. The advantages of teacher talk

- 1) The teacher is a very valuable source of language used in an authentic situation, particularly if the students are studying in a country in which English is not the first language. That is one reason for trying to avoid using the students' mother tongue if possible. Language in the classroom is genuinely communicative. A teacher can react naturally to the students and they will often pick up the everyday words and expressions.
- 2) Teacher talk is needed for good classroom management—to give clear instructions, to tell the students what to expect, to call on students by name, etc. There is something artificial about a situation that involves teacher praising a student or asking another to try again.
- 3) Teachers can provide authentic listening texts for students. It is not always necessary to play a recording of an account, an anecdote or a joke if they can provide the real thing.
- 4) Teachers can often provide the best model for new language. The students can both hear and see their teacher clearly. It is often better for teachers to model the language than use a recording. This is particularly true when the focus is on pronunciation, providing they are consistent.

- 5) Teachers can explain something about the language that is being learned in a helpful and reassuring way, and check the students' understanding.
- b. The disadvantages of teacher talk
- 1) The aim of most language classes is usually to get the students use the language. When the teacher talks too much, the students are not being given maximum opportunity to talk.
 - 2) It is also likely that the teacher will not be listening to the students closely enough, thinking too much about what he or she is going to say next.
 - 3) If the teacher talks 'for' the students, they will think he or she does not appreciate their efforts and will become demotivated.
 - 4) There is danger, especially at lower levels, that the language the teachers use for explanation is more difficult to understand than the language being learned.

It can be concluded that teacher talk is all kinds of utterances the teacher talks to facilitate the communication and the comprehension during the learning teaching process in the classroom. When a teacher is using teacher talk, he or she tries to make their students understand what he or she says more easily. However, too much talk means less opportunity for students to talk.

3. Teacher Talk in English Learning-Teaching Process

There is no learning without teaching. As a means of implementing lesson plans and achieving teaching objectives, teacher talk plays an important role in language learning. Nunan (1991: 189) says that teacher talk is a crucial important, not only for the organization of the classroom but also for the process of language acquisition. It is important for the organization and management of the classroom because the teacher implements lesson plans in teaching through teacher talk whether it is succeeds or fails. While in terms of acquisition, teacher talk is important because it plays as the most comprehensible target language input the learner receives.

Input, however, plays an important role in language learning. There is no learning without an input. Stern (1983: 340) states, that if the second language is learnt as a foreign language in language class in a non-supportive environment, instruction is likely to be the major or even the only source of target language input. In this case, instruction refers to teacher's language for instructing the class activity.

According to Wajnryb (1992: 43), teacher talk is the language the teacher uses to allow the various classroom processes to happen that is the language of organizing the classroom. It includes the teacher's explanations, responses to questions, instructions, praises, correction, etc. The languages used in the English classroom that will be observed are not only one variety of language, i.e., the English, but also the other varieties of language like Indonesian and Javanese.

4. Aspects in Teacher Talk

Nunan (1991: 190-191 and 1989: 25-32) states that the description of the teacher talk can be related to some aspects. Some of them are (1) language function, (2) speech modification used by the teachers and the code-switching.

a. Language Function

Harmer (1998: 48) defines a language function a purpose we wish to achieve when we say or write something. According to Blundell, Higgins, and Middlemis (1982: V), the purpose, for which people speak or write, is called language functions. Brown (2000: 248), in addition, states that functions are essentially the purposes that we accomplish with language, e.g., stating, requesting, responding, greeting, parting, etc.

In their book, Blundell, Higgins and Middlemis (1982: xxii) say that there are 140 types of language functions. They are covered in four functional areas they are: (1) about information, attitudes and action, (2) social formulas, (3) making communication work, (4) finding out the language.

In this research, there are ten types of language functions; those ten are bellows:

1) Greeting

There are some expressions a teacher can do in opening a lesson, it is called greetings and in closing a lesson is called farewell. Below are some examples of greeting according to Hughes (1981):

a. Opening

- Good morning
- Good afternoon, everybody/boys and girls/children
- Hello, everyone.
- How are you?
- How's life, etc.

b. Closing

- Goodbye, boys and girls
- Bye-bye, children
- See you again on Tuesday.
- I'll see you (all) again next Wednesday, etc.

2) Instructing

In their book, Gower and friends (1995:40-41) mention some characteristics that should be required for giving an instruction in classroom.

a. Use simple language and short expression

Use language at lower levels than the language being 'taught'.

Long, more polite language is time wasting, slows the lesson down and involves you in more complicated language than the students can easily understand.

b. Be consistent

This is especially with low-level classes, use the same set of words for the same instructions. Common instructions are: everybody, all

together, again, try again, look (at the picture), listen, repeat, say (X), tell me, look at the board, stand up, turn to page..... with beginners, spend time teaching them the language they need to follow instructions.

c. Use visuals or written clues

d. Demonstrate

If possible, show them what to do—give a demonstration or an example. Frequently, showing what to do is more effective than telling what to do.

e. Target your instructions

Sometimes, instead of giving complete instructions to whole class when the instructions do not concern everyone, you might give each student a number, a letter, or some kind of symbol. In which case it might be the number fives, or the Cs who listen for what they should do.

T: Right, listen to your number. One, two, three, four, five, (pointing as the numbers are called), one, two, three, four, five. (etc.) Hands up all the ones! Hands up all the twos! Etc. monica, what is your number?

M: two.

T: Right. Listen. All the fours are going to.....all the threes....

Hughes (1981: 9) adds that in giving instructions, a teacher can control the pupils' behavior by means of commands, request and suggestions.

3) Explaining

According to Hughes (1981:10), explanation is divided into two, they are metalanguage and reference. In metalanguage, a teacher can give spoken instructions and produce and also get the pupils to produce a translation, a paraphrase, a summary, a definition, a correct spelling, a correct pronunciation and grammatical correction. While in reference, a teacher can give appropriate background factual information related to people, places and events; also can give a verbal commentary to accompany pictures, slides and films.

4) Questioning

In asking questions, a teacher can ask questions fluently and flexibly, using the various forms available in the foreign language. The teacher also can ask questions related to specific communicative tasks e.g. giving a description, opinion, reason, or stimulating conversation. (Hughes 1981: 10).

Marilyn and Cook (2010: 269) state that when a teacher look more closely at how questions are used in interactions, he or she will find that, like statement, they can be categorized as having one of three primary intentions or purposes: (1) to seek information, (2) to provide information, and (3) to clarify information.

5) Responding

As you become less nervous you'll be better at hearing what the students are saying and responding in natural and interested way. Wherever possible, respond naturally and honestly to students' questions or comments—even during controlled practice activities. It is sometimes not easy to know whether to comment on the accuracy of what has been said or whether to respond naturally. (Gower, Philips and Walter 1995: 57).

6) Checking

As with the presentation of a structure, there are a number of ways of conveying of vocabulary and checking the students' understanding. Asking *do you understand?* Is not always helpful even if they say *yes* because students may think they understand when they don't! or they may be trying to please the teacher, or prevent the teacher from doing more work. So it is important to check the understanding of vocabulary which you think may be new to the students. (Gower, Philips and Walter 1995: 149).

Marilyn and Cook (2010: 66) say check for understanding are monitoring opportunities that, when done correctly, provide teachers with excellent ways to evaluate whether students are learning. They also say that check for understanding are most reliable when students respond overtly in some way. This response allows teachers to actually see or hear whether students are on the right track.

7) Repeating

Although the strategy of repeating might not at first sound particularly creative, important, or meaningful, it can be used in highly innovative ways, is actually essential for all four language skills, and virtually always includes some degree of meaningful understanding.

(Rebecca 1990: 70). She also says:

“The strategy of repeating might mean reading a passage more than once to understand it more completely. Repetition might involved saying or writing the same thing several times. Repeating something in different ways can be a means of emphasizing it, as in the, “*tell’ em*” rule often used in speaking and writing: “*Tell’ em* what you’re going to *tell’ em*, then *tell’ em*, and then *tell’ em* what you *told’ em*.”

8) Correcting

“Whether you give correction during group work depends on the nature of the activity. For example, you will need to correct if the activity is controlled language practice and the students are making mistakes with the target language. Or you may choose to correct if a student asks you to. Occasionally students will want you to help them say something correctly, but don’t hover so close to anyone group that they get self-conscious and afraid of making mistakes.

If neither self-correction nor student-student correction is effective you must assume that either the student hasn’t understood what you are getting at or doesn’t know what the correct version should be. If not, and the meaning of the item is clear, your simply saying it and getting the students to say it should be enough. For written work, you must judge when students cannot correct their work by themselves and give them the correct version with an explanation if necessary.” (Gower, Philips and Walter 1995: 51 and 165)

9) Giving Feedback

Giving feedback is one of most important responsibility of a teacher. By providing ongoing feedback you can help your students evaluate their success and progress. Feedback can take number of forms: giving praise and encouragement; correcting: setting regular tests, having discussions

about how the group as a whole is doing, giving individual tutorials; etc. (Gower, Philips and Walter 1995: 6-7). They also add the example of giving feedback on these points below:

- Successful communication—where students have expressed themselves clearly (and been understood by other)
- Accurate use grammar points recently learned.
- Use a new vocabulary, appropriate expression
- Good pronunciation—expressive intonation
- Language in the appropriate style—good use of colloquial expression in conversation
- Good use of fluency strategies in conversation
- Handwriting, spelling and punctuation in written work.

10) Warning

Warning can be included in supervision. Hughes (1981: 10) suggests that a teacher can direct pupil's attention to the lesson content. For example, "*Look this way, stop talking, Listen to what Allan is saying, and Leave it alone now.*" Besides, he also says that the teacher can give warnings and threats such as *be careful of the lead...* Hughes gives some other example of warnings which can be given in the classroom, they are *stop doing that, or else!, be quiet, if you don't be quiet, I'll send you out.*

Davies (2000: 6) states that among the many possible uses of English in the classroom are:

- 1) Greeting and farewell, for example; 'Good morning. How are you? See you tomorrow.'
- 2) Instructions, for example; 'Open your books at page...'
- 3) Enquires, for example; 'Can you see, David? Would you like to move over here?'

4) Feedback, for example; ‘That’s interesting, Maria. Very good.’

5) Chat, for example; ‘calling roll: Tony..... No? Where is he today? Does anyone know?’

Harmer (1991: 25) also adds that transparent and neutral realization of language function is better for students at lower levels whereas difficulty; lack of transparency, and extremes of formality (and informality) are more suitable for more advanced students.

b. Speech Modifications

There is a hypothesis about speech modification made by teachers make language more comprehensible, and therefore, potentially more valuable for acquisition (Chaudron in Nunan, 1991: 191). He also explains that there are many strategies which can be used to make students understand and to make the language used by the teachers more comprehensible. Those strategies are (1) speaking more slowly, (2) using pauses to give learners more time to process what the teacher said and hence facilitate their comprehension, (3) changing pronunciation, (4) modifying vocabulary, (5) modifying grammar, and (6) modifying discourse.

Richards (1996: 183) quoting Chaudron (1988) says that there are some strategies in modifying language, such as:

- *Speaking more slowly*: when teachers speak to language learners in the classroom, they often use a slower rate of speech than they would use in other situations.
- *Using pauses*: teachers tend to pause more and to use longer pauses when teaching language learners, particularly lower-level students. These pauses give learners more time to process what the teacher has said and hence facilitate their comprehension.
- *Changing pronunciation*: teachers may sometimes use the clearer articulation or a more standard style of speech, one which contains fewer reductions and constructions than they would use outside of a teaching situation. For example, instead of saying, “Couldja read that line, Juan?” the teacher might more carefully enunciate, “Could you....”
- *Modifying vocabulary*: teachers often replace a difficult word with what they think is a more commonly used word. For example, the teacher might ask, “What do you think the picture shows?” instead of “What do you think the pictures depicts?”. However, teachers sometimes unwittingly ‘complicate’ vocabulary instead of simplifying it. For example, teachers might say, “What do you think this picture is about?” simplifying an idiomatic (but not necessarily simpler) replacement for depicts.
- *Modifying grammar*: language teachers often simplify the grammatical structure of sentences in the classroom. For example, teachers may use

fewer subordinate clauses in a classroom situation than in other context, or avoid using complex tenses.

- *Modifying discourse*: teachers may repeat themselves or answer their own questions in order to make them understood.

A teacher had better think about his or her speed in delivery, especially if he or she is providing a model of a target language (Gower, Philips, and Walter 1995). In their book, it is added, with experience, a teacher automatically ‘grade’ his or her language, adapt the way he or she speaks his or her vocabulary and use of structure to the level of the students he or she is teaching.

Brewster and Ellis (2002: 40) add that children are excellent observers and have a natural ability to grasp meaning in their first language from a variety of sources: body language, intonation, gestures, facial expression and the social context as well as language itself. Teachers can help learners draw on this skill in the second language by ensuring language use is contextualized and has visual support wherever possible.

c. **Code-Switching**

Nunan (1991: 190) says there is another issue of concern is code-switching between the first and target language by the teacher and the effect of this on pupil talk. He also adds that in many foreign language classrooms, it has been found that teachers and learners make far greater use their mother tongue than they do of the target language. Wardhaugh

(1998: 99) has observed that the particular dialect or language one chooses to use on any occasion is a code, a system used for communication between two or more parties.

Holmes (1992: 35) views that a speaker may similarly switch to another language as a signal of group membership and shared ethnicity with an addressee. Even a speaker who is not very proficient in a second language may use brief phrases and words for this purpose. Switches motivated by the identity and relationship between participants often express a move along the solidarity or social distance dimension.

A switch may also reflect a change in other dimensions, such as the status relations between people or the formality of their interaction. In brief, it can be said that the definition of code switching is a switch or change from one language to another or from one language variation to another, to fit a certain role or different situation.

5. Teacher Talk at Three Different Levels of Education

a. Elementary School

Elementary school students, in the context of English learning teaching process, have a very little language “behind” them. Their language is still strongly dominated by their first language. They are still highly dependent on the teacher for models of language. The teacher should try as soon as possible to support learners in manipulating the new language in a variety of activities. This includes accurate pronunciation

and word order, as well as choosing the right words and their correct forms (Brewster and Ellis, 2002: 48). Brown (2001: 99) states a teacher input in the class is very crucial. Every ear and eye is focused on the teacher. The articulation should be clear. It is also appropriate to slow the speech to make students easy to comprehend. Brown also adds that short and simple techniques must be used. Some mechanical techniques are appropriate-choral repetition and other drilling, for example. A good many teacher initiated questions dominate in this level, followed only after some time by an increase in simple student initiated questions. Using simple vocabulary and structures and repetition are necessary in teaching English at this level. A variety of techniques is important because of limited language capacity.

b. Junior High School

Junior and senior high schools whose range is between twelve and eighteen are called teens. They are included in the intermediate level. Intermediate, however, is an English level in which the students have progressed beyond novice or beginners stages to an ability to sustain basic communicative task, to establish some minimal fluency, to deal with a few unrehearsed situations, to self-correct on occasion, to use a compensatory strategies and generally to get along in the language beyond more survival. (Brown 2001: 103 and 108)

Junior high school is categorized in intermediate-low. In this level, students are able to ask and answer questions, initiate and respond to

simple statements, and maintain face to face conversations, and utter some simple functional language. The English learning-teaching for junior high schools is aimed at enabling students to reach the functional level, i.e., able to communicate both in oral and written English to solve daily problems and needs such as reading newspapers, manuals. (English Standard of Competence and Basic Competence for Junior High School).

Achieving those skills is not a simple responsibility for the teacher as the model of language. The language used during the lesson should be clear. It is also appropriate to slow down the speech (if necessary) but not too slow and fast but not too fast so that the students can catch the point well.

c. Senior High School

Not very different from junior high school students, senior high school students are still in the intermediate level, the difference is that they are the real intermediate students. According to Brown (2001), those who are in the intermediate level are able to handle most uncomplicated communicative tasks and social situation. They can also initiate, sustain, and close a general conversation with strategies, but errors are evident. Limited vocabulary still necessitates hesitation.

Based on Standard of Competences and Basic Competences, the English learning teaching in senior high schools is aimed at enabling students to reach the informational level, i.e., access knowledge with their

language skills. They are trained to prepare themselves to enter a university. The teacher's role is also important to support the efforts. Having higher level students to be taught, a teacher has a higher responsibility as well. Besides, the material will be more complex, and so is the teacher's language. In other words, the language used by the teacher consists of complex construction and it is faster than when he or she teaches junior high school students.

There have been some studies concerning teacher talk. In some classroom interaction studies, the researchers observe the use and the characteristics of teacher talk in the English learning teaching process in certain schools and then describe it. Teacher talk is a language uttered by a teacher in a class. In accordance to what has been explained in the background of the study, the language used by a teacher in his or her teaching practice should be based on students' need and level. There are three levels in this study. They are elementary, junior, and senior high schools. Those three levels have different portions of teacher talk.

B. Conceptual Framework

It is mentioned in background of the study that teacher is the key in handling learning teaching process. Therefore, the language used by the teacher or what is called teacher talk is needed to manage the classroom. It affects the students' learning results, whether they fail or succeed. The clarity of teacher talk influences the student's understanding of the material given and performance in

doing the tasks. Teacher talk is also as the target language input for the students because the teacher talks and gives the material to students through the target language (English).

There are also some aspects that are involved in teacher talk, i.e., the language function in teacher talk and the speech modification.

In this research, the researcher observed teacher talk in three different levels of school. They are elementary, junior, and senior high schools. Based on the findings of the first observation, the researcher observed the next sample, and so on until the data were sufficient. The researcher discovered and described the forms and the content of teacher talk that occurred at those three school levels.

CHAPTER III

RESEARCH METHOD

A. Research Method

This research was categorized as a descriptive qualitative research design. The qualitative design meant that the data of the research were obtained through careful observation on the natural setting, which was considered as the main source of the data, where the research was conducted. Qualitative approach is called investigation approach because the researcher usually collects the data through face to face and does some interaction with people within which the research takes place (McMillan & Schumacher in Syamsuddin 2006: 73). In this method, the researcher was involved in the real situation. In other words, the researcher provided instruments “people” rather than others.

According to Bogdan and Biklen (1998: 5-6), two characteristics of qualitative research are 1) Descriptive: Qualitative research is descriptive. The collected data take the forms of words or pictures rather than numbers. The data includes interview transcripts, field notes, photographs, videotape, personal documents, memos, or other official records. 2) Inductive: Qualitative researchers tend to analyze their data inductively. They do not search out the data or evidence to prove or disprove hypothesis they hold before entering the study; rather the abstractions are built as the particulars that have been gathered are group together.

The primary data gathered through the observation included the overall phenomena having relation with what the teacher said, the amount or the quantity

of teacher talk, the speech modification used by the teachers, the switching from one language variety to another in teacher talk, how the subject of the research employed the languages to function well in the communication events, and how the condition and situation in the research setting during observation were recorded, identified, categorized and then analyzed to get detailed description.

B. Subject of the Research

This research involved the teachers and students of SD Muhammadiyah Bodon, SMPN 1 Bantul, and SMAN 1 Bantul in the academic year of 2009/2010-2010/2011.

C. Object of the research

The object of this research were the forms and the types of teacher talk performance by teachers of SD Muhammadiyah Bodon, SMPN 1 Bantul, and SMA 1 Bantul in the academic year 2009/2010-2010/2011 during the English teaching learning process.

D. Setting of the Research

This research was conducted at the school setting. It took all the English teachers of SD Muhammadiyah Bodon, SMPN 1 Bantul, and SMA 1 Bantul in the academic year 2009/2010-2010/2011. Based on the data published by Badan Akreditasi Nasional Sekolah/Madrasah (BAN-SM), they had high ranks of accreditation.

E. Research Instrument

The main instruments in this research were documents of accreditation score rank, a tape recorder, a video recorder, and the researcher herself, who was considered to be the key instrument in the research.

F. Data Collection

In collecting data, the researcher used some techniques. They were video recorded observation, field notes, and in-depth interview. The procedures of collecting data are as follows:

1. Observation

The data were collected starting with attending the first English class and recording the teacher talk and its aspects as well. In conducting the observation, the researcher was the passive participant, meaning that the researcher attended the English classes of the fifth grade of elementary school, the second grade of junior high school, and the first grade of senior high school, but the researcher did not interact or participate in the learning-teaching process.

2. Field Notes

To make the data complete, the researcher also took some notes of the occurrences related to the teacher talk that was not recorded on the video. The field note was made during the observation. It concerned the situation in the classroom when the teacher was teaching.

3. In-depth Interview

In-depth interview refers to interviews that allow questions to flow naturally. They were based on information provided by the teachers and students. The goal of the interview was to explore deeply the points of view, feelings, and perspectives of the teachers and some students related to teacher talk.

G. Data Analysis

There were some steps that the researcher took to analyze the overall data which were taken during the observation. The first one was data transcription. In this step, the recorded data were transcribed into a written one in order to make it easier to analyze. Next, the researcher read the written data obtained as the result of the observation, the transcript of the recorded conversation and field notes, identified the teacher talk and classified into some categories based on its concept. The next step was comparing the use of teacher talk among three different levels and formulating them in order to gain new and comprehensive descriptions about the phenomenon of teacher talk that occurred in the classroom setting observed.

Below are the tables guiding the researcher in analyzing the data:

Table 1: Data Finding of the Language Function

No.	The Types of Language Function	Data Finding
1		
2		
3		
.....		
10		

Table 2: Data Finding of the Speech Modification

No.	The Types of Speech Modification	Data Finding
1		
2		
3		
4		
5		

Table 3: Data Finding of the Code-Switching

No.	The Code-Switching	Data Finding
1		

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

From the data analysis, the researcher obtained 176 elementary, junior and senior high schools teachers' utterances that reflected teacher talk in the English learning-teaching process. They consisted of four parts namely the language functions and the speech modifications. Each is presented below.

1. The Language Functions

A teacher speaking in a class was for purposes. The collected data showed that there were ten types of language functions uttered in classroom, namely greeting, instructing, explaining, questioning, responding, checking, repeating, correcting, giving feedback, and warning.

2. The Speech Modification

The teacher had applied many ways to make the students understand about the material. One of them was modifying his or her speech. In reference to the gathered data, there were five types of speech modification that the teacher used for explaining material, namely modification of grammar, vocabulary, speech rate and gestures.

B. Discussion

1. The Language Function among Three Different Levels

a. The Language Functions in the Elementary School

From the findings above, it has been mentioned that there were ten types of language functions were found in the English learning teaching process at elementary school. They were greeting, instructing, explaining, questioning, responding, checking, repeating, correcting, giving feedback, and warning.

1) Greeting

The greetings were always spoken by the teacher in opening and closing of a lesson. The research respondents said that the teachers always did it.

- R : “Sebelum mulai pelajaran, biasanya Miss Wulan ngomong apa dulu dik?”
 F : “Bilang Good morning dulu mbak.”
 R : “Jadi disapa dulu...setelah itu ngapain aja, bisa diceritain? Mega....”
 M : “Pertamanya good morning dulu, terus salam: Assalamu’alaikum Wr. Wb, ...terus doa...sebelum pelajaran.” (Int. 4)

The teacher performed closing the lesson as presented in the following datum below.

Teacher : OK. After we study, let say hamdallah together. Alhamdulillahirobil’alamin. Wassalamu’alaikum Wr. Wb. (68)

2) Instructing

Based on the observation, the researcher found that the teacher always gave instructions after giving explanation to her students. The datum that shows this phenomenon is:

Teacher : Oh, please do...please do. Thank you...you are welcome. Sekarang siapa yang mau mempraktekkan in front of the class? Raise your hand. I will you stamp. I will give you stamp. I will give you stamp, please come forward. Two students. Come forward. Yes, Syaif and...(45)

The sentence above shows that the teacher asked her students to practice a simple dialogue about food and drink. Some other occurrences are in data 49, 52, 56, and 67.

The way of giving instructions done by the teacher was relevant to the theory. It was because the teacher used simple instructions which had the same as those that are suggested by Gower, Philips and Walter (1995: 40-41) such: *everybody, all together, again, try again, look (at the picture), listen, repeat, say (X), tell me, look at the board, stand up, turn to page.....* so that the students could follow and do the instruction correctly.

3) Explaining

According to Brown (2001: 98), at the beginning level, students have very little language 'behind' them. Their language is still strongly dominated by their first language. They depend on their teacher for model of language. In this case, explanation can be included in it. Elementary students need more explanation for some activities since

their knowledge about English language is limited. The explanation above is supported by the following datum.

Teacher : Oh one. Evin eats one fish. So, how many is for asking...ju....mlah. so, Miss Wulan...for example Miss Wulan has two...
Students : Pens.(5)

The datum above shows that the teacher was explaining about a particular topic. Another example that shows teacher's explanation is presented in data 12 and 16:

Student : Cholif
Teacher : Cholif, how many book do you have?
Student : I have thirteen books.
Teacher : Oh, Cholif has thirteen books. What is your name?
Student : Jihan
Teacher : How many pen do you have?
Student : I have three pens.
Teacher : Three pens. Seperti itu. Formatnya akan Miss Wulan tulis in the whitenoard. Yang asking tidak memakai English, silahkan keep silent. Ya. OK? (12)

Teacher : Hello. For example, Miss Wulan ask Cholif. Miss Wulan yang ditanyakan book nya. How many book do you have? Oh, Cholif has thirteen books. Kemudian yang mau Miss wulan Tanya yang kedua itu sama si Dita, how many pen do you have?

Student : Four. (16)

The teacher's explanation in the classroom was relevant to the theory presented by Hughes (1981) about metalanguage explanation. The fact showed that the teacher gave spoken instructions and got the students to produce a paraphrase. They produced their voice with the target language with the correct pronunciation as the teacher explained to them. Brown (2001: 99) says that children depend on their teacher's

model of language. Therefore, explanation here has the highest place of the whole language functions spoken by the teacher.

4) Questioning

Other language function was questioning. It is difficult for the teacher to teach elementary students about grammar. Because of this condition, the teacher used questioning to ease the students to understand what their teacher meant.

Teacher : Two pens. How many pens does Miss Wulan have?
 Students : Two.
 Teacher : Miss Wulan has two pens.
 Students : Miss Wulan has two pens. (6)
 T: Do you like ketela?(41)

Data 1, 21, 33 and 35 also show the similar occurrences of questioning done by the teacher.

5) Responding

Responding was fairly often given by the teacher towards students' questions. As the teacher said that, usually, elementary students had high curiosity, so they might ask anytime they wondered to know something. It could be seen in data 15 and 18 below.

S : "Miss, boleh pakai pen?"
 T : "Pen? OK."
 S : "Kalau pencil?"
 T : "OK." (15)

S : "Sampai berapa, miss?"
 T : "Ten."
 S : "Miss, yang things?"
 T : "Things itu yang mau kamu tanyain." (18)

In those two sentences of data, the students asked in simple questions and the teacher responded in simple words as well. Another similar example is in datum 47.

In terms giving responses, the teacher always gave responses toward students' questions, any question. It was relevant with the existing theory.

6) Checking

During the class observation, only one checking spoken by the teacher was found, that is: 'Who is not finished yet?' (66). Indeed, she rarely uttered these words because she usually did checking through walking around the class and looked at students' work by herself.

7) Repeating

The teacher did repetition frequently during the teaching process, especially when she delivered some questions to the students related to or unrelated to the material. This is in line with Brown (2001) who states some mechanical techniques are appropriate-choral repetition and other drilling.

Teacher : How many pens do you have? How many pens do you have? How many pens do you have? How many pens do you have? (7)

T : I like ice tea. Rama likes ice tea. Do you like ice tea?

S : Yes.

T : Do you like ice tea?

S : Yes.

T : Yes. Do you like ice tea?

S : Yes.

T : Do you like ice tea?

S : Yes.

- T : Do you like ice tea?
 S : Yes.
 T : Do you like ice tea? (28)

The data above showed that the teacher repeated her question when she was asking a question. Its purpose was to make students catch the point. By hearing the same question for several times, students might get the point and answer it. Some others are in data 4, 9, 23, 24 and 37.

7) Correcting

Giving correction is an important thing in language teaching, especially for elementary school students. Elementary students have low consciousness on their own language error. Otherwise, students might stay on their unconscious mistakes, such as spelling or pronunciation.

- R : Kemudian mengenai koreksi. Apakah Miss Wulan sering memberikan koreksi terhadap siswa? Pembetulan apa yang biasa Miss Wulan berikan pada anak?
 T : Mungkin kayak pronunciation gitu ya Miss Kristy?
 R : Iya semacam itu miss.
 T : Sering banget, kalau saya dengar. Misalnya saya meminta anak untuk membaca atau praktek di depan kelas gitu...dan saya dengar ada yang salah...langsung saya koreksi miss. Kalau gak gitu nanti anak begitu terus. Salah. Saya benarkan kemudian nanti diucapkan sama-sama. Pengucapannya itu saya ulang-ulang sampai 4 atau lima kali.
 R : Apakah setelah diberi koreksi, hari berikutnya masih ada kesalahan di tempat yang sama?
 T : Ya, kadang terjadi juga seperti itu, yang namanya anak-anak kan sering lupa...kalau saya begini miss, koreksi itu ditulis didepan, kalau anak belum hafal bener tidak boleh dihapus.
 (Int. 1)
- S : I have ten [tin] books.
 T : Ten books. Report to Miss Wulan. (8)

Based on the data, the teacher corrected the student's incorrect pronunciation right after she heard the word pronounced incorrectly.

Similar occurrences are in data 26 and 48.

9) Giving Feedback

Richard and Lockhart (1996: 188) say that feedback can be either positive or negative. There were two types of feedback that the teacher gave in the class when her students did some performances. They are praises and rewards (stamp). The example of praises is shown in datum 34 below.

S : a....

S : a bar.

T : A bar of chocolate. Very good.

R : "Reward nya berupa apa miss?"

T : "Kalau saya macam-macam ada yang berupa nilai plus. Kalau anak-anak sudah memiliki 10 stamps nanti bias ditukar dengan nilai atau kalau bentuknya barang bias pen atau pencil atau sak duwene, soalnya cari reward itu lama-lama susah je. Tapi jangan sekali-kali member reward itu berupa permen atau makanan. Anak-anak bias terus jadi nawar. Miss, aku besok ini aja reward nya...mintanya macem-macem diluar yang sudah ditentukan kita. Kadang rewardnya itu saya tulis di buku kalau reward nya berupa pujian 'good atau very good' untuk tugas-tugas ringan. Dengan begitu anak akan semakin semangat untuk belajar. Metode ini sangat efektif sekali lho miss, saya sudah mencoba dan saya masih pakai sampai sekarang." (Int. 1)

In an interview, the teacher mentioned the form of the rewards that she gave to her students. It was in the form of stamps. Good stamps were for those who always did the homework and got 100 points in their test. Bad stamps were for those who did not bring the

English book, did not do the homework, and made the class noisy. She also said that giving rewards was efficient to encourage the students to learn. It is in line with Gower and friends (1995: 163) saying that such encouragement is one of feedback forms. And this kind of feedback, by giving stamp as an encouragement, worked well. The fact showed that the students were eager in doing their task especially in speaking activity.

10) Warning

The teacher had a special way to warn her students when they made noise or did not concentrate on the lesson. Actually, there were two types of warning. They were hands on table and warning 3X. From the data source and interviews with the teacher and students:

➤ Hands on table

- T : OK. Attention. Keep silent. Hands on table. Hands on table.
 Ss : Hands on table.
 T : Sit down, please. Hands on table.
 Ss : hands on table.
 T : Hands on table.
 Ss : hands on table. (Data 20)
- R : “Iya...gimana...e...apa yang biasanya Ms. Wulan katakan kalau ada yang nggak mendengarkan?”
 A : “ya, nyuruh diam. Keep silent, kadang juga pakai hands on table, ditirukan semua sama tangannya diletakkan di atas meja.” (Int. 6)

➤ Warning 3X

- R : “Bagaimana kalau yang ramai itu hanya satu atau dua anak saja?”
 T : “Kalau Cuma satu anak saja, saya bias langsung kasih peringatan ke anak itu.”

- R : “E...pernah saya dengar atau bahkan sering kalau ada yang rame Miss Wulan mengatakan warning untuk siswa itu aturannya seperti apa miss?”
- T : “Eh...miss pernah dengar. Dari siswa atau dari mana miss?”
- R : “Saya pernah lihat sendiri di kelas. Ada juga siswa yang bilang ke saya.”
- T : “Oh...warning itu saya berikan ketika dia...siswa ada yang jalan-jalan, ngobrol, susah di atur..itu nanti saya begini...kalau saya sudah bilang ‘warning....warning’ nah di situ nanti anak-anak sudah memperhatikan saya....’wah siapa ini nanti yang mau dapat warning?’ itu nanti saya panggil namanya...kalau sampai tiga kali dia belum bilang ‘yes, miss’ dia nanti dapat bad stamp. Misalnya begini: ‘warning...faiz...anak-anak lain mulai menghitung setelah sata panggil namanya...faiz...one...faiz...two...faiz...three, kalau sampai tiga hitungan, nah dia dapat bad stamp. Jadi di sini cepet-cepetan bilang ‘yes, miss.’ Aja.” (Int. 1)

Some other similar data about warning are in Int 8 and 9.

b. The Language Function in Junior High School

1) Greeting

A theory states that one of many possible uses of English in the classroom is greeting and farewell, for example; ‘Good morning. How are you? See you tomorrow.’

The greetings that were spoken were in the opening and closing of the lesson. It could be seen in data below:

- T : Morning, Assalamu’alaikum. Wr. Wb
 Ss : Wa’alaikumussalam. Wr. Wb. (Data 69)
- Ss : good afternoon, mom.
 T : good afternoon. See you next time. Wassalamu’alaikum Wr. Wb.(Data 124)

2) Instructing and explaining

From an interview with the teacher, she said that she indeed did instruction more than explanation.

Teacher : Saya lebih banyak perintahnya daripada terlalu banyak menjelaskan. Lah nanti udah saya menjelaskan banyak-banyak ternyata anak tidak memahami apa yang saya sampaikan, kan malah sia-sia. Jadi sedikit saya menjelaskan, saya langsung bertanya atau meminta anak sekedar beri contoh singkat tentang yang baru saja saya jelaskan....ya untuk sekilas membuat daya tangkap anak bertambah, gitu mbak. (Int. 2)

For the teacher, instruction and explanation in English language teaching were integrated. After giving explanation, the teacher gave some instructions to the students. Hence, those two items with high portion.

It was hoped if the teacher gave more instructions after she explained. It would make the students understand and able to respond to the explanation and instruction.

Wells (1987) in English Standard of Competence and Basic Competence for Junior High School says that English learning teaching process for junior high school is aimed at enabling students to reach the functional level, i.e., able to communicate both oral and written to solve daily problems and needs such as reading newspapers and manuals. In this level, students are able to ask and answer questions, initiate and respond to simple statements, and maintain face to face conversations, and utter some simple functional language.

Through instruction, students have opportunities to answer or respond to what their teacher said. This is the example of teacher's instruction that made students to speak up:

Teacher : Yes..Davva. Trip to Puncak, page thirty seven. Please open page thirty seven. Yaaaaa...note about Trip to Puncak. Read it, Davva. (84)

Teacher : So, Melani..Repeat your answer.....(118)

Datum 84 shows that the teacher gave an instruction to her student to open the book and read the passage. Then, the student did as what the teacher asked. It indicated that the student could give the right response. This occurrence is relevant with Hughes' theory, the teacher commanded the student to conclude the right answer after being explained by the teacher.

While datum 118 shows that the teacher asked a student to repeat her answer. The context of this data was the teacher had given a correction on her student's answer and explained the form or the right structure before she asked her student to repeat. Here, the student had to repeat the correct answer based on her own understanding after receiving teacher's explanation. And she did it well.

Based on interview with students, they also mentioned that their teacher often give them instructions. The datum below shows it:

Researcher : Kalau Bu Sri sering bertanya pada kalian gak?

Student : Tanya gimana mbak?

Researcher : Menanyakan tentang materi yang sedang beliau ajarkan.

Student : Ya, sering. Ngasih perintah-perintah biasanya.

Researcher : Contohnya seperti apa?

Student : Ya...suruh memberi contoh, suruh mengulang ucapan..

(Int. 15)

Though this junior high school where the research was conducted was a bilingual school, which had more opportunities to deal with English, the students were still passive in both the oral and written context. Sometimes, they did not give any response to what the teacher said. For example, the teacher asked something to students, but they just kept silent.

Guru bertanya tentang arti kata. Siswa diam. Sampai beberapa kali bertanya. Siswa diam. (FN 3.no.5)

Based on the teacher's statement, her students needed more explanation in particular materials.

Teacher : ya, tergantung materinya no mbak. Kalau materinya perlu penjelasan, tentu banyak penjelasannya.

Researcher : Materi yang perlu banyak penjelasan itu yang seperti apa bu contohnya?

Teacher : Pola kalimat, itu anak-anak masih perlu banyak penjelasan. Penggunaan-penggunaan kata kerja, bermacam-macam text. Yaa.....materi-materi semacam itu perlu banyak sekali penjelasan. (Int.2)

She also said that the explanation itself was not always a real explanation. It could be in the form of some examples or exercises.

When she found her student did not give the right response yet, she might repeat briefly the previous explanation or give some other examples. Besides, she also gave some easier exercises to make them easy to understand what the main point of material was.

Teacher : E....latihan-latihan juga bisa. Kalau ada...ada latihan kok....ternyata masih pada banyak yang salah....kurang jelas gitu, saya kasih latihan yang lebih mudah lagi, yang lebih bias mereka pahami. Gitu. (Int. 2)

Teacher : Brosur. Ada yang tahu bedanya brosur sama iklan? Tahu? Apa bedanya iklan sama brosur...iklan biasanya ada di mana?ya, biasanya ada di media ya...di media cetak, media eletronik, itu iklan. Kalau brosur? Di pagar-pagar..di temple, atau disebarin dalam bentuk selebaran kertas. Tujuannya sama. Jadi jangan bingung kalau brosur itu seperti apa dan iklan itu seperti apa. (Data 105)

The topic observed was about complementing and congratulating. Without being explained, the students did not understand what some words meant. Through such explanation, the students could understand the words easily including the examples. In such condition, the teacher assumed that instruction and explanation was the most important things that were needed to make the students understand the material.

3) Questioning

Based on the theory from Hughes, questions delivered by a teacher can be related to some fields such as giving a description, opinion, reason, or stimulating conversation. Two of four utterances were questions about words meaning and the others were about students' comprehension about the topic. The data that show the occurrences are as follow:

T : Ya, wildlife park. What is wildlife park? Taman....
 S : Bermain.
 T : Taman bermain? Wildlife....kehidupan liar ya....(73)
 T : Which one is the expression of complementing?(106)

4) Checking

All the utterances found were used for checking whether there was any difficult thing or not. The way was through asking questions, 'Any difficult words from this note? Difficult words..' (87)

If the students did not understand the material, it was hoped that they would ask their teacher. In fact, there was no question although they had not get the point that was intended yet. Another way to check student's understanding was by giving them instruction.

- R : "Iya. Bagaimana ibu melihat atau mengetahui bahwa ternyata anak belum paham. Apakah dengan bertanya pada mereka atau cukup melihat dari wajah-wajah mereka....kemudian ibu menterjemahkannya ke dalam Bahasa Indonesia"
- T : "Ya, kadang mereka gak apa gak melakukan apa yang saya perintahkan, itu mereka gak tahu apa yang harus dikerjakan "
- R : "Ini berarti cara ibu mengetahui mereka paham atau belum dengan apa yang ibu sampaikan itu dengan memberikan perintah. Kalau mereka tidak mengerjakan apa yang ibu perintahkan berarti mereka belum paham. Begitu ya bu?"
- T : "Iya. Kalau menerangkan itu kok kayaknya mereka gak dong...gitu dengan cara saya mernjelaskan gitu, lalu saya translate ke Bahasa Indonesia. Bisa juga dari mimik wajahnya. Biasanya juga saya lagu 'udah jelas apa belum?'"
- R : "Biasanya kalau ditanya begitu anak menjawab atau diam saja? Sudah atau belum begitu" (Int. 2)

5) Repeating

There were 8 repetitions during the lesson. Almost all the utterances were for repeating questions and words.

Teacher : Iya, tempatnya...di Jasmine Chalet. And those who wish to go...please submit your details. Wish....wish....wish...apa wish? Those who wish to go, ayo...those who wish to go...apa artinya? Apa maksudnya? Yang ingin....berharap ingin ikut, atau

pergi, please submit your details. Please submit....submit... (88)
 Teacher : What is the purpose of notice? The purpose of this notice? tujuannya untuk apa? (90)

The repetition in datum 88 is for discussing what the words 'wish' and 'submit' mean. And datum 90 is a repetition for a question. Its purpose was to give the students clarity. The other repetition was example and exercise repetition, which can be seen in the interview below:

- R : “Kemudian mengenai pengulangan. Biasanya saat mengajar, ibu melakukan pengulangan atau tidak? Misalnya: materi ini anak belum jelas, itu biasanya diulang penjelasannya atau hanya contoh-contohnya saja”
 T : “Yo, diulang lagi n o mbak. He...he....he....”
 R : “Ya....biasanya apa bu, yang diulang? Selain materi”
 T : “E...latihan-latihan juga bisa. Kalau ada, ada latihan kok...kok ternyata masih pada banyak yang salah. Kurang jelas gitu, saya kasih latihan yang lebih mudah lagi, yang lebih bisa mereka pahami. Gitu....” (Int. 2)

The teacher argued that repetition was definitely needed to make students understand the material more than before. She explained the positive effect of her repetition. After they were given some repetition in particular parts, they later could respond toward what the teacher said. Usually, repetition happened when there was no response from the students.

3. Guru bertanya tentang arti kata. Siswa diam. Sampai beberapa kali bertanya. Siswa diam. (FN 3)
24. Guru bertanya ‘What is the main idea of the first paragraph?’. Siswa diam. Guru mengulang lagi pertanyaannya. Siswa masih diam. Akhirnya guru menjawab sendiri pertanyaannya. (FN 3)

6) Correcting

In some interviews with students and the teacher, the correction which was given was usually for incorrect pronunciation.

- S : fee [fe]
 T : Fe apa fi? Fee [fi] ya...(92)
- T : “Sedikit mbak, biasanya saya benarkan, e...pronunciation mereka”
 R : “Pembenaran pronunciation yang dimaksud itu waktu mereka membaca atau maju ke depan, kalau dengar ada yang salah itu langsung dibetulkan atau nanti setelah selesai persentasinya”
 T : “OK. Kadang-kadang...apa...ketika mereka maju, dengan pertimbangan nanti ndak lupa, tapi biasanya saya catat dariapa...yang sudah maju saya catet mana yang salah. Nanti pada akhir presentasi...saya umumkan lhah itu...ini kira-kira pronouncenya gimana yang bener gitu”
 R : “E...setelah selesai presentasinya itu maksudnya setelah semua siswa presentasi atau 1 kali presentasi selesai?”
 T : “E...kalau conversation itu saya biasanya minta script...script conversationnya. Nanti saya benarkan. Yang salah saya benarkan atau sebelum mereka maju saya benarkan dulu”
 R : “O...jadi itu nanti scriptnya dilihat dulu, kalau ada yang salah diben erin sekalian, jadi nanti mereka maju sudah dalam bentuk yang benar?”
 T : “Ho ..oh. gitu” (Int. 2)
- R : Bu Sri suka memberi koreksi pada siswa gak? Misalnya tentang pengucapan atau bentuk kalimat yang salah...Ada atau gak?”
 S : “Ada”
 R : “Biasanya apa yang sering dikoreksi?”
 S : “Pengucapanne yang paling sering mbak, paling kalau ngomong terlalu pelan suruh yang louder, louder, please. Louder please, gitu sering juga...ya, paling cuma itu” (Int 12)

Besides correcting the students’ pronunciation, the teacher also gave the students other things such as vocabulary and structures.

- S : trip to puncak. Cost per student including transportation, food and lodging: three thousand....
 T : Three?
 S : three thousand.
 T : Three thousand? Tiga ribu?
 S : three hundred.
 T : Three hundred....

S : three hundred thousand rupiahs. (85)

Datum 85 above shows that a student made mistake in saying “price”. Then the teacher corrected it by helping the student until he knew that there was something wrong.

S : How a beautiful dress.

T : How?

S : How a beautiful dress.

T : Hmm...kalau how itu diikuti dengan adjective, jadi how beautiful dress, it is. How beautiful dress, it is (Data 116)

The underlined sentence above shows that there is a correction on grammatical use in giving complement. A similar example is in datum 120. Some experts say that a teacher needs to give correction to the students’ errors or mistakes to help them say something correctly. Similar to this theory, the teacher gave some corrections towards students’ mistakes such as pronunciation, vocabulary and structures.

7) Giving feedback

Feedback is a response given by the teacher toward students performances. Some theories say that there are two types of feedback; they are positive and negative feedback. In her research, only the positive feedback was found. The teacher used words ‘good’ and ‘OK’ as seen in the data below:

S: nine.

T: nine?

S: nine a.m.

T: nine a.m. good. (77)

T : Three hundred thousand rupiahs. Is it right? Is it right?

Ss : yes.

T : Yes, good.(93)

S: Wow, it is a good painting!
 T: Wow, it is a good painting! OK. (121)

S: pemandangan.
 T: pemandangan. Ya, OK. (123)

Data 77 and 93 show that the teacher used 'good' in giving feedback toward student's correct answer. While, in data 121 and 123, she used 'OK' for the same case. The teacher admitted that she rarely gave feedback to her students especially when the students practiced speaking in front of the class. She always checked the transcript of the student's work before they practiced it in front of the class. Then, the students practiced it in the correct way. She corrected the wrong pronunciation only.

- R : "Ya...kemudian tentang umpan balik di akhir pelajaran atau ketika ada presentasi-presentasi. Maju ke depan misalnya. "Apakah ibu memberikannya atau tidak?"
- T : "Sedikit mbak, biasanya saya benarkan, e...pronunciation mereka. E...kalau conversation itu saya biasanya minta script...script conversationnya. Nanti saya benarkan. Yang salah saya benarkan atau sebelum mereka maju saya benarkan dulu"
- R : "O...jadi itu nanti scriptnya dilihat dulu, kalau ada yang salah diben erin sekalian, jadi nanti mereka maju sudah dalam bentuk yang benar?"
- T : "Ho ..oh. gitu" (Int. 2)

8) Warning

Warning was given to students who made noise. It could be in the form of instruction, warning or attitude (stare on the situation/keep

silent). As seen in the in data and interview with the teacher and students below:

➤ Instruction

- R : “Selain dengan menegur apakah ada cara lain yang biasa ibu gunakan untuk mengingatkan siswa supaya mendengarkan kembali”
 T : “Oya...saya kasih pertanyaan, suruh jawab atau suruh mengerjakan apa gitu”
 R : “Nanti dengan begitu kemudian anak-anak sadar. ‘O ternyata aku ramai makanya terus disuruh” (Int 2)

11. Ada seorang siswa yang duduknya menghadap ke belakang dan ngobrol dengan teman yang duduk di belakangnya. Guru menegur dan memintanya untuk menjawab pertanyaan nomor satu. (FN.4)

➤ Warning

- R : “Kemudian selanjutnya tentang...e....bagaimana membuat kelas sekondusif mungkin. Misalnya ada yang ramai, ...saat ibu menjelaskan ada banyak anak yang tidak mendengarkan. Bagaimana ibu mengatasinya?”
 T : “Saya tegur mbak. Saya tegur”
 R : “Kalau yang ramai itu banyak dengan teguran seperti apa bu”
 T : “O....ya....’Sudah cukup ramainya?’ ‘Bisa dilanjutkan?’ begitu” (Int. 2)
- T : Sssssshhhhh....(Data 83 and 86)

➤ Attitude

- T : “O...kadang saya Cuma liat...gitu...nanti sudah krasa sendiri, he he he” (Int. 2)

c. The Language Function in Senior High School

1) Greeting

As usual, greeting always becomes the nature in opening and closing of a lesson. So did the teacher, she never forgot to greet her

students when beginning and ending a lesson. It was found 2 utterances of greeting. The data that show the phenomena are:

- T : Assalamu'alaiku Wr. Wb. Morning.
 Ss : Morning.
 T : How's life?
 Ss : Fine, thanks. (126)
 T : Well, this is the end of our lesson today. Thank you for coming. Assalamu'alaikum Wr. Wb. (176)

2) Instructing

The data below show the instruction uttered by the teacher during the lesson:

- Teacher: Ya, it's like a spoon. OK, now, we are going to talk about Christiano Ronaldo, but I'll read a text then please listen carefully and then find out the information about Christiano Ronaldo, OK? (Data 135)
 Teacher: Before you are listening, please study the questions first. Study the questions first.(Data 136)
 Teacher: Now, please act your dialog in front of the class. Please, Mbak Yuni and Mbak Lutfi...give a big applause. (Data 146)

Data 135 and 136 above show that the teacher gave some instructions as warming up, before they had the listening activity. And datum 146 indicates that the teacher asked the students to practice a dialogue in front of the class. As a consequence of the skill that was taught at the moment was listening, the teacher gave instruction mostly in the form of commands. Hughes says that a command is one of means of giving instructions. Some other examples are in data 125, 128, 152, 154, and 173.

3) Explaining

Ramirez in Chaudron (1988: 86) found explanation to be the most dominant function of utterances in elementary bilingual education programs. It is important to be given to students. They need to know what and how they have to do. Datum 150 below indicates that the teacher explained the condition and what they were going to do with the lesson.

Teacher: O ya, I see. OK. Alright. Today our material is listening of a...text, but I have to practice speaking because I haven't got the recorded of the listening transcript. But I'll read the text. OK. I will read the text. So, please listen carefully while you are listening, ya. While you are listening, fill in the blank of the form, you know? Page one hundred on section A 'famous people'

Based on the observation in the classroom, the teacher often gave explanations when she found some terms that were new for her students.

Teacher:So, used to means something that, habitual that usually did in the past. So, when I say for example, when I say for example 'My mother used to tell me a story before going to bed.' It means that in the past, in the past my mother usually, usually tells a story before going to bed. But what about you now? Does your mother usually tell you about a story before going to bed? (Data 163)

Another example is when the students did not answer or respond toward teacher's question until the teacher answered her own question.

Guru menanyakan arti kata *surname* kepada siswa. Siswa tidak menjawab. Akhirnya guru menjawab sendiri dan menjelaskan kata *surname* dalam kalimat tersebut. Guru kembali melanjutkan pembahasan. (FN. 6)

Teacher: What do you think about Roslyn's surname? Jordan here means surname. What is surname? Nama.....family, family name. so, actually for example ya...foreign people

usually...for example ya....when we call him by the last name, we should say Mr. Miliken. So, this is the surname. The family name.(169)

4) Questioning

Questioning. In the observation, the teacher gave questions for some purposes.

- T : Before we continue our material, let I ask some questions about....alright....Have you ever known about Christiano Ronaldo? (127)
- T : Anyone can perform a dialog without memorizing? It is difficult for you to perform the dialog without text? Will you try to perform the dialog without text? So you create the questions spontaneously. Who will try? (148)
- T : Did he used to go to nursery school? There is a word 'used to', what is the meabing of 'used to'? used to means....
S: biasa(161)

Before moving to the main activity, the teacher asked some questions to the students as a warming up. As seen in datum 127. Then, datum 148 has a different purpose; its purpose was to invite students to perform a dialogue without text. And the last, the question was aimed to find the word meaning, 'used to'.

5) Checking

The teacher often checked what her students got. It was because the skill that was taught at the moment was the listening skill. She gave those kinds of checking during the listening stage. Its purpose was to know whether the students got the information or not. The datum below shows the example of the phenomenon:

T: "Now, listen carefully."

The most talented and successful footballer recently maybe Cristiano Ronaldo. He is the Portuguese footballer who plays as a winger for Spanish Premier League Club, Real Madrid, and the Portuguese National Team.

Christian Ronaldo was born in Funchal, Madeira, Portugal on February 5, 1985. His full name is Cristiano Ronaldo dos Santos Aveira. He is the youngest son of Maria Dolores dos Santos Aveira and Jose Denis Aveiro. He has one elder brother, Hugo, and two elder sisters,, Elma and Liliana Catia. His second given name was chosen after the US President, Ronald Reagan, who was his father's favorite actor.

With 185 centimeter height and 75 kilogram of weight, his posture is so ideal for footballer in his club. His friends and his manager call him "the rocket" for his special kick. While his friend usually call him CR9 or Rony. Christian Ronaldo begun his career as the youth player at CO Nacional and he success with the team let him to the move to the Sporting to season of the world. His precocious talent got the attention of the Manchester United's manager, Sr Alex, who wanted to recruit him. And he signed for 12.25 million pounds in 2003.

OK. Have you got?

Ss : Hehe....

T: "OK. Once more. Once more. (137)

That data indicated that after reading a passage, the teacher asked her students; 'Have you got?', to know whether her own reading was clear or not to them. If the answer is 'Not yet.', she would repeat her reading.

Besides 'Have you got?', she also used another utterance in checking, that is, 'Do you understand?'. It was used for checking whether her explanation was understandable or not.

T : "Ya... alright. Now, there are two A...B... There re two, A and B. A here will be the information of Will Smith and then the section B will be of what is it...Prince William. So, please try to give thick on the form, yaa...then I will read. While I'm reading... do you understand what you do? Yes? Yes or no?"

Ss : "Yes."

T : "Do you understand, Yopa?"

Yopa : "Yes."

T : "OK. Do you understand, Abi??(153)

Furthermore, teacher's checking was not only for checking students but also for checking attendance. Before moving to the main lesson, the teacher checked the attendance list first using this utterance:

T : "OK. Is anybody absent today? (while counting the students)

S : "Pas."

T : "Who is your partner?"

S : "Galih."

T : "Oh ya, I see. OK. Alright. (149)

6) Repeating

The function of almost all the utterances was for repeating questions. Similar to that in the junior high school, the repetition happened when there was no response

T : What about the body? What about the body? (132)

T : OK, alright. What team did he start his debut with? His career. What team did he start his debut with? What team he start his debut with? What team?...OK, Mbak Yuni. Tri Yuniarti, what team? What team did he start his debut with? Pada tim apa dia memulai karirnya? (140)

Repetition in datum 132 aims to make students understand more and get the clarity of the question. In this case, the teacher did the repetition without waiting for any response. Then, in datum 140, the repetition happened because there was no response. They are also in data 138, 160 and 165. (see in Appendix)

7) Correcting

The only utterance that were found is in data 168 below:

S: after retiring [retirin]

T: umm, sorry...after retiring [retairin]. (168)

Its purpose was to correct the wrong pronunciation. Besides, from an interview with the teacher, the teacher said that the correction that she usually gave were pronunciation, grammar, and comments/suggestion after a presentation.

- T :Dalam bertanya, anak-anak yang, yang audience-nya itu bertanya itu juga butuh bantuan. Ketika membuat pertanyaan masih banyak, e....mungkin secara grammatical itu kurang benar itu tugas kita untuk membenarkannya, jadi kadang-kadang saya memang, saya cut, saya benarkan sekalian karena kadang-kadang anak-anak lupa kalau tidak dibenarkan sekalian.
- R : “Biasanya koreksi apa saja apa saja atau membenaran apa saja yang ibu berikan di kelas? Misalnya : pengucapan...”
- T : “He...em... iya, pronunciation, grammar, kemudian...ini lho mbak, kalau itu presentasi = cara mempresentasikan, cara berpendapat, ada I think bla bla bla... isi terutama juga isi. Kalau membuat *comment* sebuah cerita, itu yang dikomentari apa saja. Semua caranya sudah saya berikan.”(Int3)

8) Giving feedback

Feedback. There were two types of feedback that the teacher usually used when she was teaching: praises and suggestion. Praises were given when students performed and answered questions in a correct way.

- S : media entertainment
- T : Uhuh...media entertainment. OK. Good, very good. (158)

Similar data about praises is also in datum 147. Suggestion was given when there was a presentation in front of the class. It was given after a presentation was delivered by students.

- R : “Hem..... ya. Kemudian masalah umpan balik, saran, motivation. Apakah ibu sering memberinya pada siswa?”
- T : “Semacam feedback gitu ya mbak?, Hem.... Biasanya kalau presentasi kadang-kadang setelah 1 presentasi selesai saya

komentari, karena kalau diakhir itu terlalu banyak e. Harusnya bagaimana, what do you think? It should be bagaimana bagaimana itu memang *text time*... Saya kadang butuh 2x pertemuan karena tidak bisa selancar yang saya bayangkan, satu siswa itu bisa 10 menit, itu gak bisa. Karena untuk berpikir untuk menjawab pertanyaan itu mereka harus diskusi dulu dengan temannya, menghabiskan waktu, saya sudah bilang. "Kamu harus menguasai materi." Jangan kalau ada pertanyaan, kamu hanya memperlihatkan slide dan membaca slidanya. Kamu harus menyimpulkan dengan kalimatmu sendiri dengan singkat. Tapi juga tidak mudah ini mbak ternyata kenyataan dilapangan berbeda." (Int. 3)

S : yang baik-baik kasih masukan presentasi juga sering dikasih masukan, sering banget itu."

R : "Kalau saat ada presetasi, kapan biasanya Bu Sri memberi masukannya, apakah langsung atau nanti nunggu semua kelompok selesai presentasi baru diberi masukan?"

S : "Emm... biasanya satu presentasi selesai dikasih masukan." (Int. 16)

The teacher stated that there were so many checkings she gave when the researcher was conducting her research. It was because the skill being taught was listening. Its purpose was to make sure the students got all the information. But, for other skills, the language functions the teacher uttered were mostly for instruction, explanation, and repetition. She insisted that repetition affected students' understanding.

R: Kemudian mengenai pentingnya pengulangan itu, menurut ibu seberapa penting pengulangan yang ibu berikan selama mengajar?

T : Wow...itu sangat penting sekali, sangat mempengaruhi. Sangat mempengaruhi karena yang namanya pengulangan itu sekali lagi ibaratnya memasukan memori ke dalam otak. Untuk bisa di *recall* kembali. Kalau sekali saja, saya yakin begitu saya keluar dari kelas mereka sudah lupa. Lha dengan pengulangan *many times*...itu kan... Daya dong anak kan juga berbeda-beda mbak. Ada yang daya pahamnya itu cepat, ada yang lambat harus diulang berkali-kali dulu baru paham. Mengko nek ping 5 ping 10 lagi dong nah bisa jadi. Jadi mengulang itu menurut saya adalah kunci. Kunci bagaimana anak itu...memori anak itu lebih bisa bertahan, dari pada sekelas mendengarkan kemudian trus blas hilang, tapi dengan mereka mengucapkan sendiri itu akan lebih.

d. The Comparison of Language Functions of Three Different Levels

(1) The Language Function in Elementary School

In consideration with the limitation of the students English background knowledge, the teacher used her most talk in the classroom was for explaining many things such as the material and student's task/assignment/activities. It was because the teacher was conscious that her students need more explanation in doing some activities. She did it several times to make the students understood. Another function that was frequently used was repetition. The students needed repetition to drill their understanding about the material given.

(2) Junior High School

In classroom talk, the teacher used her most talk for instructing and explaining. For example, in teaching sentence patterns and words meaning, the teacher did more explanation because the students were low in those topic. Right after explaining, the teacher gave some instructions such as asked them to give a simple example or to do some exercises. The teacher would repeat her explanation if the students still did the tasks in incorrect way.

(3) Senior High School

The teacher talked was mostly for checking the students' work. It was because the skill which was being taught was listening skill. Sometimes, a listening material is not enough if it is only read once. Besides, the given checking were also for checking whether the

teacher's explanation was understandable or not and for checking attendance. Outside of listening, the teacher used to give more instruction when she taught.

2. The Speech Modification among Three Different Levels

a. The Speech Modification in Elementary School

Modification of language is primarily needed to teach elementary school students because their language used for communication is not English. In order to get the intake, a teacher is better to modify his or her speech in some points.

In her research in the elementary school, the researcher found those four types: modification of grammar, vocabulary, speech rate and gestures.

1) Modification of grammar

English was not a new thing they heard because they had it as one of their subject at school. Nevertheless, the students still found difficult to catch their teacher's utterances. English as a second language could not be balanced with their native language. It was because learning a second language did not have as much time as first language learning.

From the data findings, there were 4 utterances that reflected teacher's modification of grammar. Brown (2001:102) assumes that the teacher should make sure that his or her utterances are limited to short, simple phrases. The datum below shows the modification of grammar the teacher used:

Teacher : Are you sleepy, Faris? Faris, are you sleepy? Wash your face, would you? Wash your face at the toilet. Wash your face.....naaah....Faris still sleepy. Are you sleepy? Are you sleepy? (2)

The sentence above shows that the teacher did grammar modification by changing the structure of the sentence into the simpler one so that the students understood what the message was. Another example is in datum 40 below:

T : "OK, Fira. Stand up please. Keep silent. Yok. Asking about how many book. Like this, for example: Miss Wulan meet Jihan. Jihan, stand up Jihan. Jihan, how many book do you have?"
 Jihan : "I have thirteen books."
 T : "And then, Miss Wulan report to misalnya she is a teacher. Teacher, she has thirteen books. Nanti lapor sama Miss Wulan. She boleh atau Jihan juga boleh. Ulangi lagi. Jihan, how many books do you have?"
 Jihan : "I have thirteen books."

The example above also shows that the teacher modified her language grammatically. The purpose of this was to explain about how to ask and the format of the sentences. She practiced the task, so that the students could imitate her performance id doing their task. Data that show similar phenomenon are in 30 and 46.

2) Modification of vocabulary

Henzl in Chaudron (1988: 71) claims that both non-teachers and teachers tend to use a more basic set of vocabulary items in their narrative told to second language learners. Elementary students may still need their teacher as a resource of the new language they learned. They might do not know how to say or write something or what a word or phrase means. By simplifying the vocabulary choices, it would help the

students to understand the points. There were 16 expressions vocabulary modification.

Based on the observation, the teacher modified her vocabulary use when the students did not give response after many times a question uttered and when there was a student asking about word meaning.

T : OK. Do you like egg?
 S : No
 T : Oh, no, he doesn't like egg. So, Yusuf, how
 any...haaaa....how many egg did you eat? Yusuf, how many
 egg did you eat? How many? One? Two? Three? (Data 3)

T : How does it taste? Is it hot? Or is it delicious? Or is it salty?
 S : Yes. (25)

In datum 3, the teacher gave the alternative answers for the students because they had not answered her question yet. As a result, the students could answer the question based on the teacher's alternatives correctly.

This type of modification was mostly used by the teacher. She also used it to give instruction such in datum below:

T : "OK, stand up please. Ask."
 Lintang : "How many books do you have?" (42)

Data 13, 19, 27, 31, 36, 50, 55, 63 and 64 in the appendix are also the examples of the modification.

3) Modification of speech rate

The speed of teacher's speech affects students' comprehension. If the talk is delivered too fast, it may cause students' misinformation. As Brown (2001) suggests to teachers, it is appropriate to slow the speech

somewhat for easier student comprehension but not to slow it so much that it loses its naturalness. There were some modifications of speech rate found in the elementary class observation.

Teacher: OK. Thank you, Faiz. Nah, seperti itu. Now, tugasnya is find...find ten students....ten friends and then you report in your book. For example like this....reporter ceritanya ya....what is your name? (10)

Datum 10 shows that the teacher explained students' task by speaking slowly then it could be clear for students. They got the point their teacher explained. It could be seen that they did the instruction, that is, they found ten friends surround them to be interviewed. The other examples of such data are 39 and 43.

Teacher: Hm...makanya he is very.....
 Student: Big.
 Teacher: No.
 Ss : Hahahhhaaa..
 Teacher: He is very fat. Do you like pizza?
 Student: Yes.
 Teacher: Yes. Pantasan dia very.....fat. (39)

Teacher: Not....at....all.... (43)

In datum 39, the teacher tried to explain her student's physical appearance because of his favorite food. Actually, they understood what the teacher explained. One of the students answered but using inappropriate words. So, the teacher slowed her pronunciation and corrected the answer. And the utterance 'Not...at....all...', was said slowly by the teacher to help students to pronounce the word correctly.

Similar phenomenon are in data 29 and 53, in which the teacher gave a strong intonation and slowed her pronunciation for sound 's' in

the word ‘pens’ and for the word ‘coke’, so that the students pronounced the words in correct way.

4) Gestures

In giving explanation, especially for some words meaning, the teacher also modified her language with gestures to help the students understood more and caught the point exactly.

T: “Yes. Did you pray subuh?(17)

T: “OK, everybody take your pen and say it. From...what is your name?” (32)

Both in data 17 and 32 above, the teacher imitated gestures of a person who was praying/sholat (17) and taking a pen and shows it to other people (32). Those gestures were helpful for students. It could be seen that they gave the correct responses toward what their teacher said. This occurrence was in line with Brewster and Ellis’ theory telling about gestures.

Teacher : Saya juga pernah waktu itu, saya ngomong terlalu cepat, di sana anak Cuma diem aja kalau gak malah justru rame karena mungkin mereka ga menangkap what their teacher says, jadi mereka Cuma bengong tok. Di Tanya gak bias jawab. Waktu itu masih awal-awal saya ngajar di sini. Bahasa pertama mereka banyak yang Bahasa Jawa jadi untuk penyesuaian ke dalam Bahasa Inggris itu lumayan susah. Butuh waktu, pelan-pelan gitu. Lalu saya buat bahasa, ungkapan-ungkapan yang akan saya ucapkan ke mereka ini jadi sesederhana mungkin dan tidak terlalu cepat. Itu aja kadang masih agak susah ya...jadi saya tambah lagi dengan.....e....apa....

Researcher : gerakan?

Teacher : E....ya gesture. Itu akan sangat membantu siswa memahami apa yang saya maksud. (Int.1)

From an interview, the teacher said if the speech used had been too fast, it could have made the students felt confused and it was difficult to understand because they were still in the beginner level.

b. The Speech Modification in Junior High School

From those three types of modifications, two types were found; they were modification of vocabulary and speech rate.

1) Modification of vocabulary

This type of modification occurred when the students did not understand or give response toward teacher's question. As said in Chaudron in Richards (1996: 183) theory, it assumes that teachers often replace a difficult word with what they think is a more commonly used word. When a teacher asks a question to the students, she or he can replace the difficult word that might make students difficult to answer as well with the simpler and common ones. The fact showed that the teacher changed the word into another simpler one.

Teacher: Ya, yang lainnya apa? OK, number three, what is your expression, mbak? What is your answer? (111)

From those data above, the teacher changed the word to another word without waiting for the students to answer the question. Similar data about the modification of vocabulary are also in data 71, 86, 79, 80, 81, and 82.

2) Modification of Speech Rate

As a language model, a teacher should judge the appropriate speed too, making sure that no matter how slowly he or she speaks; a natural rhythm is maintained and normal intonation patterns preserved as far as possible (Harmer 2001: 65). Based on the researcher's observation in the junior high school class, it was clear that the teacher slowed her speech during the lesson. The datum below supports this phenomenon:

T : Alangkah indahny.....gaun itu. 'You look great!'...ya, kamu kelihatan....bagus, tampan, cantik, ya...'you look great!. 'You have a beautiful house. Ya....kamu punya rumah yang indah. 'How sweet you are! Alangkah manisnya.....kamu. Yaaa...responnya gimana? Responnya.....Bisa menggunakan 'thanks or thank you, hank ou for saying that...terima kasih sudah mengatakan hal itu', ya...'It's nice for saying that...bagus karena kamu sudah mengatakan hal itu. 'I'm glad you love it', saya senang kamu menyukainya...'Is it?.....thanks!....benarkah?'How sweet you are!....Am i?....itu ya...expression of complementing...memberikan....pujian.(104)

Based on data 104, it can be seen that the teacher tried to explain the material by slowing her speech.

R : Ooo....kalau soal pelajarannya gimana, kamu paham ga sama yang dijelaskan Bu Sri?

S : Jelas. Bu Sri itu kalau njelasin pelan-pelan kok mbak.(Int.10)

Almost all the students admitted that they did not feel difficult to catch the message. From interviews, some students stated that basically they understood the material explained by their teacher because she talked slowly.

Indeed, the teacher's speech rate in teaching was easy to be understood. But, for the junior high school students in the bilingual

program, the speed of teacher talk was too slow. As a consequence, the students' output was not in the maximum result because the input that they got from the teacher did not motivate them to produce a good output. On the other hand, according to the theory, junior high school students are expected to be able to ask and answer questions, initiate and respond to simple statements, and maintain face to face conversations, and utter some simple functional language.

c. The Speech Modification in Senior High School

As a teacher, he or she should know how to talk at just the right level so that even if the students do not understand every word he or she says, they do understand the meaning of what is being said. Therefore, teachers need to modify their speech in distributing on students' understanding. There were three types found, namely modification of grammar, vocabulary and speech rate/intonation.

1) Modification of Grammar

Grammar is always a difficult thing to be understood by students, especially for secondary students. They have to deal with more complex grammar spoken or written. As Chaudron says in Richards (1996: 183), language teachers often simplify the grammatical structure of sentences in the classroom. For example, teachers may use fewer subordinate clauses in a classroom situation than in other context, or avoid using complex tenses.

A type of teacher talk here is also more complex than that in the lower level. To avoid misinformation, the teacher should be creative in manipulating the sentence structure in delivering the material.

Teacher : So, when I say for example, when I say for example ‘My mother used to tell me a story before going to bed.’ It means that in the past, in the past my mother usually, usually tells a story before going to bed. But what about you now? Does your mother usually tell you about a story before going to bed?(164)

The datum above shows that the teacher tried to simplify the structure in explaining the word ‘used to’. The teacher modified the word into sentences with simpler grammatical structures. It is also shown in data 136, 162 and 172 (see in Appendix). And from the interviews is follow:

- R : Saat mengajar, Bu Sri selalu menggunakan bahasa Inggris atau tidak?
- S₁ : Ya...selalu mbak. Cuma disisipi bahasa Indonesia dikit-dikit. Kalau Inggris terus khan ada yang grammarnya tingkat bawah, ada yang grammarnya tingkat atas, ha....jadi dicampur-campur mbak. Biar teori itu bisa dimengerti daripada kalau Inggris terus.
- R : Kalian sendiri apakah selama di ajar Bu Sri bisa mengerti materinya?
- S₂ : Ya
- S₁ : Ya, saya ngerti. (Int.22)

Based on interview with students above, they said that their teacher adjusted her grammar use to students’ level. They also said that they understood the material through the way of their teacher’s explanation.

2) Modification of vocabulary

Besides grammar, vocabulary is also an important thing to deal with. Students would not understand what is being said if they do not

know some of the keywords. Teachers, here, also need to simplify their vocabulary choices. Based on the observation, some expressions showing teacher's modification of vocabulary were found.

Teacher: He has fair skin. What about his eyes? What about his eyes? He has....small or slanted? Do you know slanted?(130)

Teacher: Ya, alright. Please listen carefully maybe the students at back need to listen very carefully because my voice cannot....very well. (154)

The first sentence shows that the teacher contributed words to help students to understand the question. She mentioned 'small or slanted'. Those two words indicate the characteristics of eyes. Its purpose was to help students to find the answer. While, in datum 164, the teacher said '....my voice cannot.....very well.' The word 'very well' is the simpler word to tell the students that their teacher's throat was not healthy at the moment, so she could not speak loudly.

There is also another example of this expression:

T : Can you describe it? Can you describe his special kick? Can you describe? How? Buyung, how he kicks the ball? How? Like what?" (133)

The sentence above shows that the teacher changed her long question sentence into only few words that hopefully it could be clearer for students. And, the fact showed that this changing resulted a good response from the students. It is relevant with Chaudron's theory that says teachers often replace a difficult word with what they think is a more commonly used word. Some other examples are implied in data 134 and 167.

Those data are relevant with the teacher's statements in the interview. She stated that the English use in class was adjusted with daily terms the students often heard. She was also sure that her students understood of what was being said by her.

3) Modification of Speech Rate

Speaking slower means to give chances for someone to comprehend the speaker says. It also takes place in a classroom context. The teacher did this kind of modification in some particular points such as in the data below:

Teacher: OK. Can you tell me?
He...has....wavy...short...black....short wavy black hair, alright.(129)

Teacher: 2003, ya....so, you have to count. 2003 and the time he was born. When was he born? OK, February 5, 1985. So, 2003 subs tract by 1985. It will be....eighteen. OK Good. Thank you.(143)

Those data tell us how the teacher explained the sequence of describing hair and recognized some mathematics terms. She spoke slowly to help the students to understand and remember the meanings of the words.

d. The Comparison of Speech Modification in Three Different Levels

(1) Elementary School

From the findings, there were 4 types of modifications. Simple grammar, vocabulary and speech rate were always used when she had her lecturing in the classroom. Gestures were also helpful for students.

They were well presented by the teacher. In other words, the modifications given were very communicative and understandable. Thus, the student could understand the material or the information. It could be seen in some good responses from them towards the teacher's utterances.

(2) Junior High School

The teacher rarely modified her speech at time she explained the material, she only modified it when she asked questions to the students to help them understood what the questions were about. The modification of speech rate, she did it during the lesson was lasting. But, for the junior high school students in the bilingual program, the speed of teacher talk was too slow

(3) Senior High School

The teacher used those three types of modifications. The modification of grammar and vocabulary modifications were used at time when the teacher explained the material, asked questions, or gave instructions. While, modification of speech rate was used when there was a new word or thing to be discussed. It was neither too fast nor too slow because the teacher used English all the time in teaching as the students' level. Moreover, the students admitted that they could catch all the information delivered by the teacher. But, the students, sometimes, could not give good responses because they felt difficult to speak in English.

3. The Code-Switching in Three Different Levels

Switching the language is a common phenomenon in language teaching. A teacher switches his or her language into another variation of language at the time he or she is explaining or delivering the material intended. There was no code-switching occurred in both elementary and junior high school.

a. The Code-Switching in Elementary School

In the elementary school, the teacher used her language understandably. She also used complete sentences when she was asking questions to the students. The language used by the teacher was understandable. She had used simple sentences and the students could respond to it well. That was why there was no code-switching done by her.

b. The Code-Switching in Junior High School

In junior high school, there was an expression showed that the teacher did a code-switching such in the datum below:

OK, what is the purpose of leaflet? The communicative function... Damas, kira-kira apa? The communicative function or the purpose of the leaflet. Damas? What do you get from the leaflet? (78)

The datum above shows that the teacher changed the formal word 'communicative function' in the sentence into the informal form 'purpose'. But there was still no response. Then, again, the teacher changed her sentence into

‘What do you get from the leaflet?’”, this sentence seemed easier to be understood and familiar to the student.

c. The Code-Switching in Senior High School

In senior high school, there were two teacher’s utterances found. See in data below:

Do you understand what I mean? Is it clear? (131)

OK, September....twenty...third...nineteen...sixty..eight. OK.. What do you think about this? Is it correct? (139)

Both data above tell us that the teacher switched her language from the formal which had longer sentence into the informal that seemed more casual and had shorter sentence. Then, the students could give an appropriate response toward what the teacher said.

Briefly, it can be concluded that there were ten types of language functions found, but not all the levels uttered those ten. Some of them had only 8 or 9, and the other had 10. Most of them used their talk was mostly for giving instruction and explanation to the students. The teachers also applied various types of speech modifications in distributing on the students’ understanding and to control so the language used was appropriate to their levels.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

From the previous discussion, it can be concluded that:

1. There was no much difference in the using of language functions. In general, the teachers used it for giving explanation and instruction.
2. The teachers used various types of speech modification at the time they had their teaching in the classroom. There were four types. And, not all those teacher used them as tools to help the students understanding the material.
3. A different teacher had a different way of modifying the language. Some of them did it communicatively including some gestures and the other only tried to manipulate their words using the simpler ones.
4. The code-switching was done only when there was no response from the students toward what the teacher said. The teachers changed the language used from formal form into the informal one.

B. Suggestions

1. To English teachers:
 - In giving the language model for students, English must be used as the medium of the learning teaching process to encourage them to use the target language to communicate with people, especially in classroom context.

- Simplification of the language used based on the student's proficiency is very important. It aims to avoid the student's misconception. If the language is too slow, it may obstruct the students to produce their language. If it is too fast, it may cause misinformation because the medium is more difficult than the language being learned.

2. To students:

Speaking in the target language can be useful for language learning. It is better if they will try to use English when they want to say something in classroom context.

3. To other researchers:

As this research is far from being perfect, the researcher would also like to invite all readers and students to criticize this writing and hopefully, it would also enrich the knowledge of this study by conducting other researches on the same subject matter but in different points of view.

REFERENCES

- Allen and Vallete. (1972). *Classroom Techniques Foreign Languages and English as a Second Language*. New York: Harcourt Brace Jovanovich.
- Blundell, J., Higgins, J., and Middlemis, N. (1982). *Function in English*. Oxford: Oxford University Press.
- Bogdan, CR and Biklen, KS. (1982). *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn & Bacon
- Brewster, Jean and Ellis, Gail. (2002). *The Primary English Teacher's Guide*. Harlow: Pinguin English
- Brown, H.D. (2000). *Principle of Language Learning and Teaching (4th Edition)*. New York: Longman.
- _____ (2001). *Teaching by Principle: An Interactive Approach to Language Pedagogy (2nd Edition)*. New York: Longman Inc.
- Burden and Byrd. (1999). *Methods of Effective Teaching (3rd edition)*. Boston: Allyn and Bacon.
- Davies, Paul and Pearse, Eric. (2000). *Success in Language Teaching*. Oxford: Oxford University Press.
- Ellis, R. (1985). *Understanding Second Language Acquisition*. New York: Oxford: Oxford University Press.
- Friend, Marilyn and Cook, Lynne. (2010). *Interactions: Collaboration Skills for School Professional (6th edition)*. New Jersey: Pearson Education Inc.
- Gower, J., Phillips, D., Walter, S.(1995). *Teaching Practice Handbook (New Edition)*. Oxford: Macmillan Heinemann.
- Hamzah, (2007). *Simplifikasi Bahasa yang Ditujukan Kepada Jenjang Kelas yang Berbeda Oleh Guru Bahasa Inggris jurnal Bahasa dan Seni Vol. 8 Nomor 1 2007*. Padang: FBSS UNP Press.

- Harmer, J. (1991). *The Practice of English Language teaching*. London: Longman
- _____. (1998). *How to Teach English*. Harlow: Pearson Education Limited.
- Holmes, Janet (1992). *An Introduction to Sociolinguistics*. London: Longman.
- Hughes, Glyn S. (1981). *The Handbook of Classroom English*. Oxford: Oxford University Press.
- L, Rebecca. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Massachusetts: Henle and Heinle Publishers.
- Lado, R. (1964). *Language Testing: The Construction and Use of Foreign Language Tests. A Teacher's Book*. New York: McGraw Hill
- Marsh, C. (2004). *Becoming a Teacher: Knowledge, Skills, and Issues 3*. Melbourne: Pearson Prentice Hall..
- Nunan, David. (1989). *Understanding Language Classroom*. New York: Prentice Hall.
- _____. (1991). *Language Teaching Methodology: A Textbook for Teachers*. New York: Prentice Hall International.
- Pratiwi, Dwiyani. (2001). *The Characteristics of Teacher Talk in the English Learning-Teaching Process at Vocational Schools: a case study at SMKN 1 and SMKN 7 Yogyakarta*. Yogyakarta: FBS UNY Press.
- Richards, Jack. C. (1985). *The Context of Language Teaching*. New York: Cambridge University Press.
- Richard, Jack. C & Lockhart, C. (1996). *Reflective Teaching in Second Language Classroom*. Cambridge: Cambridge University Press.
- Riddell, Davis. (2003). *Teaching English as a Foreign Language*. London: Teach Yourself.
- Syamsuddin, AR MS and Damaianti, S, Vismaia. (2006). *Metode Penelitian Pendidikan Bahasa*. Bandung: PT Remaja Rosdakarya.

- Stern, H. H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.
- Tomlinson, Brian. (1998). *Material Development in Language Teaching*. Cambridge: Cambridge University Press.
- Wajnryb, R. (1992). *Classroom Observation Tasks: A Resource book for language teachers and trainers*. Cambridge: Cambridge University Press.
- Xiaou-yan, MA. (2006). *Teacher Talk and EFL in University Classroom*. Beijing: Chongqing & Yangtze Normal University. (A thesis)
- Wells. (1987). Mata Pelajaran Bahasa Inggris Untuk Sekolah Menengah Pertama (SMP)/Madrasah Tsanawiyah(MTs)
<http://www.google.co.id/#hl=id&source=hp&biw=1280&bih=617&q=mata+pelajaran+bahasa+inggris+untuk+sekolah+menengah+pertama&btnG=Penelusuran+Google&aq=f&aqi=&aql=&oq=mata+pelajaran+bahasa+inggris+untuk+sekolah+Amenengah+pertama&fp=1853621f595215f6>

The Classification of Data Finding on the Aspects of Teacher Talk

Level	No.	Data Finding	Aspects of Teacher Talk		
			Language Function	Speech Modification	Code-Switching
Elementary 5A	1	<u>Are you sleepy, Faris? Faris, are you sleepy?</u> Wash your face, would you? Wash your face at the toilet. Wash your face.....naaah....Faris still sleepy. Are you sleepy? Are you sleepy?	√		
	2	<u>Are you sleepy, Faris? Faris, are you sleepy?</u> <u>Wash your face, would you? Wash your face at the toilet. Wash your face.....naaah....Faris still sleepy. Are you sleepy? Are you sleepy?</u>		√	
	3	T : OK. Do you like egg? S : No T : Oh, no, he doesn't like egg. So, Yusuf, how any...haaaa....how many egg did you eat? Yusuf, how many egg did you eat? How many? One? Two? Three?		√	
	4	Oh syrup. How many glass? How many glass?	√		
	5	Oh one. Evin eats one fish. So, how many is for asking...ju....mlah. so, Miss Wulan...for example Miss Wulan has two....	√		
	6	S: Pens. Two pens. <u>How many pens does Miss Wulan have?</u> S: Two. Miss Wulan has two pens. Ss: Miss Wulan has two pens.	√		
	7	How many pens do you have? How many pens do you have? How many pens do you have? How many pens do you have?	√		
	8	S: I have ten [tin] books. Ten books. Report to Miss Wulan.	√		
	9	Report to your friend. Report to your friend.	√		
	10	OK. Thank you, Faiz. Nah, seperti itu. <u>Now, tugasnya is find...find ten students....ten friends and then you report in your book.</u> For example like this....reporter ceritanya ya....what is your name?		√	

	11	OK. Thank you, Faiz. Nah, seperti itu. Now, tugasnya is find...find ten students....ten friends and then you report in your book. For example like this....reporter ceritanya ya....what is your name?		√	
	12	S: Cholif Cholif, how many book do you have? S: I have thirteen books. Oh, Cholif has thirteen books. What is your name? S: Jihan How many pen do you have? S: I have three pens. Three pens. Seperti itu. Formatnya akan Miss Wulan tulis in the whitenoard. Yang asking tidak memakai English, silahkan keep silent. Ya. OK?	√		
	13	T: OK, Miss Wulan mau refresh dulu. E....What is your name?		√	
	14	T:Oh, rice and chicken. The students almost eat chicken. Who eats chicken? Raise your hand.		√	
	15	Pen? OK	√		
	16	Halloo. For example, Miss Wulan ask Cholif. Miss Wulan yang ditanyakan book nya. How many book do you have? Oh, Cholif has thirteen books. Kemudian yang mau Miss wulan Tanya yang kedua itu sama si Dita, how many pen do you have? S: four.	√		
	17	T:“Yes. Did you pray subuh?		√	
	18	S : “Sampai berapa, miss?” T : “Ten.” S : “Miss, yang things?” T : “Things itu yang mau kamu tanyain.”	√		
	19	T: Do you drink milk?” Arga: No.” T: “Water? Tea?” Arga: Syrup.”		√	
	20	OK. Attention. Keep silent. Hands on table. Hands on table. Ss: Hands on table. Sit down,please. Hands on table.	√		

		Ss: hands on table. Hands on table. Ss: hands on table.			
5B	21	Did you have breakfast today? Did you have breakfast today?	√		
	22	S: Yes.	√		
	23	Iqbal, did you have breakfast today? Eh..kok Iqbal..e...Ilham, did you have breakfast today?	√		
	24	Did you have breakfast today? Davva, did you have breakfast today? Yes.	√		
	25	T: How does the taste? Is it hot? Or is it delicious? Or is it salty? S: Yes.		√	
	26	T: Repeat after Miss Wulan. Coke [kəok] S: [kuk] T: Bukan [kuk]. [kəok]. S: [kəok].	√		
	27	T : "E...Riza, what food did you eat today? What food?" Riza : "Rice and..." T : "Rice and..." Riza : "sardine."		√	
	28	I like ice tea. Rama likes ice tea. Do you like ice tea? S: Yes. Do you like ice tea? S: Yes. Yes. Do you like ice tea? S: Yes. Do you like ice tea? S: Yes. Do you like ice tea? S: Yes. Do you like ice tea?	√		
	29	T : "Miss Wulan has two pen..s."		√	

		<p>Ss : “Miss Wulan has two pens.”</p> <p>T : “Repeat after me. Miss Wulan has two pen...s.”</p> <p>Ss : “Miss Wulan has two pens.”</p>			
	30	<p>S: No.</p> <p>No. <u>segelas? A glass of....apa tadi.....a glass of...fried chicken?</u></p> <p>S: No.</p> <p>Naaaa....apakah a plate of fried chicken?</p>		√	
	31	<p>T : “OK, count. One...”</p> <p>S : “One...two...three.”</p>		√	
	32	T : “OK, everybody take your pen and say it. From...what is your name?”		√	
	33	A cup of coffee. Kalau bla bla bla.... I like bla bla bla of chocolate?	√		
	34	<p>S: a...</p> <p>S: a bar.</p> <p>A bar of chocolate. Very good.</p>	√		
	35	I am hungry. I am hungry. What is hungry?	√		
	36	<p>T : “Annisa, count. One..”</p> <p>Annisa : “One two three four five.”</p>		√	
	37	What is your name? What is your name?	√		
	38	Not at all itu bukannya tidak boleh tetapi malah memperbolehkan. Silahkan. Ulangi. Tiara, I am very thirsty. Do you mind if I have your green tea, please?	√		
	39	<p>Hm...makanya <u>he is very.....</u></p> <p>S: Big.</p> <p>No.</p> <p>Ss: Hahahhhaaa..</p> <p>He is very fat. Do you like pizza?</p> <p>S: Yes.</p> <p>Yes. Pantasan dia <u>very.....fat.</u></p>		√	
	40	T : “OK, Fira. Stand up please. Keep silent. Yok. Asking about how many book. Like this, for example: Miss Wulan meet Jihan. Jihan, stand up Jihan. Jihan, how many book do you have?”		√	

		Jihan : “I have thirteen books.” T : “And then, Miss Wulan report to misalnya she is a teacher. Teacher, she has thirteen books. Nanti lapor sama Miss Wulan. She boleh atau Jihan juga boleh. Ulangi lagi. Jihan, how many books do you have?” Jihan : “I have thirteen books.”			
	41	Do you like ketela?	√		
	42	T : “OK, stand up please. <u>Ask.</u> ” Lintang : “How many books do you have?”		√	
	43	Not....at....all....		√	
	44	Jadi.....ada dua macam. Ada not at all, ada please do. Anak-anak boleh memilih, ya, coba...what is your name?	√		
	45	Oh, please do...please do. Thank you...you are welcome. Sekarang siapa yang mau mempraktekkan in front of the class? <u>Raise your hand. I will you stamp. I will give you stamp. I will give you stamp, please come forward. Two students. Come forward.</u> Yes, Syaif and...	√		
	46	OK, you can start now. <u>Ten minutes to go.</u> ”		√	
	47	Book? OK	√		
	48	Not...not at all [al] All [ɔl] S: All [ɔl]	√		
	49	Thank you. Bisa ga bawa ini. <u>Without the book. And now, you yang ask. And you have the orange...and you ask for the orange water. C'mon.</u>	√		
	50	T : “Chicken. <u>What chicken?</u> ” S : “Fried chicken.” T : “Fried chicken. Alright.		√	
	51	Mushroom....e...what is it? Yes, it is mushroom. Mario Bross likes mushroom.		√	
	52	Nah, sekarang anak-anak sendiri. <u>All of you. One, two, three...</u>	√		
	53	T : “Oh coke...very good. Repeat after Miss Wulan, Coke.” Ss : “kuk.” T : “Bukan kuk, coke.” Ss : “Coke”		√	

	54	Ss: Cook [kʊk] <u>Do you know cock [kɒk] is?</u> Ss: Hahahaaa... <u>Yes, chicken...boy...chicken boy...no no no...chicken boy.</u> Ayam jantan ya..		√	
	55	T : “Apa contohnya coke ini?” S : “fanta.” T : “fanta, sprite, coca-cola, etc.		√	
	56	Nah, sekarang anak-anak tugasnya... <u>make the dialog in page fourty nine. Make the dialog with your fiends using this. For example, number one. It is food or drink?</u>	√		
	57	Ss: Drink.	√		
	58	Drink. <i>I am thirsty. Do you mind if I have the coke now? Not at all. Not at all. Thanks.</i> Bla blab la and bla bla bla. You can make it on your book, now. OK.	√		
	59	S: Miss, what is salad?	√		
	60	<u>Salad...is a group of fruits, just slice. For example, salad, fruit salad. Fruit salad is a fruit which is cut. Do you know cut? Jadi kecil-kecil. For example, strawberry, slice.</u> Terus kalau yang on the book, this is a vegetable salad.. do you know vegetable? What is vegetable? S: Sayuran.	√		
	61	T : “Pizza....hmmmm...Safa, this is <u>your</u> pizza?” Safa : “Yes.”		√	
	62	Yes. It is <u>mushroom</u> , there is <u>lettuce</u> . <u>Do you know lettuce?</u> Selada. Ada lettuce, ada mushroom, ada cucumber, timun, nah itu diaduk... <u>give...mayonnaise. Do you know mayonnaise?</u> <u>Mayonnaise is like a sauce, white sauce.</u> Kayak yang di burger. Yang white. Yang white. Terus dicampur. <u>Di mix, and then, become salad, yes?</u> Next time we will make a salad or something in this class, OK? Kita akan praktek how o make salad atau how to make burger. Besok kapan-kapan.	√		
	63	Yes. It is mushroom, there is lettuce. Do you know lettuce? Selada. Ada lettuce, ada mushroom, ada cucumber, timun, nah itu diaduk...give...mayonnaise. Do you know mayonnaise? <u>Mayonnaise is like a sauce, white sauce.</u> Kayak yang di burger. Yang white. Yang white. Terus dicampur. Di mix, and then, become salad, yes? Next time we will make a salad or something in		√	

		this class, OK? Kita akan praktek how o make salad atau how to make burger. Besok kapan-kapan.?			
	64	T : “Thank you. I have the water now. Ibit. Ahhh....I saw you at Carrefour last night, <u>yes?</u> ”		√	
	65	T : “Do you know cock is? (<u>the teacher is imitating sounds of cock</u>)” Ss : “hahahaaaa....”		√	
	66	Who is not finished yet?	√		
	67	OK. You can close your book. You can close your book. You can close your English book and keep on your bag	√		
	68	OK. After we study, let say hamdallah together. Alhamdulillahirobil’alamin. Wassalamu’alaikum Wr. Wb	√		
Junior 8i	69	Morning, Assalamu’alaikum. Wr. Wb Ss: Wa’alaikumussalam. Wr. Wb	√		
	70	Ya, untuk sebelumnya, yang kemarin...page thirty three. OK, we are...Sssshhhh. <u>We are going to talk about leaflets in page thirty three.</u>	√		
	71	T : “Five....p.m. then open on in Wonderland Theme Park... <u>Open on?</u> Wonderland Theme Park open on....”		√	
	72	OK, pay attention in the leaflets and listen to teacher... ya.... <i>Wild Life Nature park. Ticket....twelve thousand for adult and six thousand rupiahs for child. Opening hours nine a.m. until five p.m. Monday until Sunday. Features: Nature talks, jungle trekking, nature quiz, and free bookmarks. This is the first leaflet. The second leaflet: Wonderland Theme Park. Ticket...twenty five for adult and fifteen thousand rupiahs for child. Opening hours: ten a.m. until eight p.m. Saturday until Sunday only. Features: Roller Coaster rides, water games, show house, free burger. Do you understand the text?</i> ”	√		
	73	Ya, wildlife park. What is wildlife park? Taman.... S: Bermain. Taman bermain? Wildlife....kehidupan liar ya....	√		
	74	Features itu kira-kira apa? Features? Features? Kira-kira apa features?	√		
	75	Listen again and fill in the blank below, ya....thirty four, page thirty four. Fill in the blank ya...	√		
	76	T : “OK, any difficult words from this note? <u>Difficult words</u> ...”		√	
	77	S: nine.	√		

		T: nine? S: nine a.m. T: nine a.m. good.			
	78	OK, what is the purpose of leaflet? The communicative function... Damas, kira-kira apa? The communicative function or the purpose of the leaflet. Damas? What do you get from the leaflet?			√
	79	T : What is the meaning of hospitality? <u>Hospitality. Hospitality.</u>		√	
	80	T: What is the meaning of guests? Guest...guest... <u>what is guest?</u> Guest of the hotel”		√	
	81	T: How much is a student charged for the trip? Galih... <u>How much is it?</u>		√	
	82	T : OK. Any difficult word from this text? Any difficult word?		√	
	83	Ssssshhhhh.....	√		
	84	Yes, Davva. Trip to puncak, page thirty seven. Please open page thirty seven. Yaaa...note about trip to puncak. Read it, Davva.	√		
	85	S: trip to puncak. Cost per student including transportation, food and lodging: three thousand.... Three? S: three thousand. Three thousand? Tiga ribu? S: three hundred. Three hundred.... S: three hundred thousand rupiahs.	√		
	86	Ssssshhhhh....	√		
	87	OK. Any difficult words from this note? Difficult words...	√		
	88	Iya, tempatnya...di Jasmine Chalet. <u>And those who wish to go...please submit your details. Wish....wish....wish...apa wish?</u> Those who wish to go, ayo...those who wish to go...apa artinya? Apa maksudnya? Yang ingin....berharap ingin ikut, atau pergi, <u>please submit your details. Please submit....submit...</u>	√		
	89	S: hubungi Hubungi? <u>Now, open your dictionary.</u> Punya kamus gak? Submit....ada yang punya kamus gak? S: menyerah Menyerah? Menyerahkan. Ya, silahkan menyerahkan your details...informasi detail kalian.pada...and pay the fee to Mr. Hilman. Pay the fee.	√		

	90	What is the purpose of notice? The purpose of this notice? tujuannya untuk apa?	√		
	91	S: memberitahu Ya, in English. Say in English Iska.	√		
	92	S: fee [fe] Fe apa fi? Fee [fi] ya...	√		
	93	Three hundred thousand rupiahs. Is it right? Is it right? Ss: yes. Yes, good.	√		
	94	OK, thank you. Come to our hotel Grand Omega “Hospitality is Our Trademark” with fine facilities: one hundred rooms, restaurant, sport facilities, coffee shop, and karaoke room. <u>What is the meaning of hospitality? Hospitality? Hospitality...</u>	√		
	95	Keramahtamahan adalah our trademark. Keramahtamahan adalah...apa? <u>Trademark itu apa? Apa hayo trademark? Find in your dictionary, trademark apa artinya?</u>	√		
	96	Nia..ya...what is the name of the hotel? What is the name of the hotel?	√		
	97	Any difficult word from this text? Any difficult words?	√		
	98	Brosur. Ada yang tahu bedanya brosur sama iklan? Tahu? Apa bedanya iklan sama brosur....iklan biasanya ada di mana?ya, biasanya ada di media ya...di media cetak, media eletronik, itu iklan. Kalau brosur? Di pagar-pagar..di temple, atau disebarin dalam bentuk selebaran kertas. Tujuannya sama. Jadi jangan bingung kalau brosur itu seperti apa dan iklan itu seperti apa.	√		
	99	What is the meaning of guest? Guest....guest...what is guest? Guest of the hotel.	√		
	100	Sopan. And to help guest in any way they can....membantu para tamu sebisa mereka. OK, <u>from this text, please find out the idea of each paragraph</u> . Coba cari ide pokoknya dari setiap paragraph. <u>One, two, three, four. Four paragraph ya...the main idea...</u>	√		
	101	OK. <u>You see the expression</u> . Ada ‘Wow! Good job, Good grade!, Nice try!, Nice work! Kira-kira apa? ..memberikan...atau ungkapan memberikan....	√		
8j	102	Pujian. Complementing itu pujian. Di situ tertulis refusing. Di samping complementing itu yang bener responding atau cara menanggapiya bagaimana. The example of complementing...ya....’Wow, good job!... the responding is....thanks.	√		
	103	Alangkah indahnya.....gaun itu. ‘You look great!’...ya, kamu kelihatan....bagus, tampan, cantik, ya...’you look great!. ‘You have a beautiful house. Ya....kamu punya rumah yang indah.	√		

		'How sweet you are! Alangkah manisnya.....kamu. Yaaa...responnya gimana? Responnya.....Bisa menggunakan 'thanks or thank you, thank you for saying that...terima kasih sudah mengatakan hal itu', ya... 'It's nice for saying that...bagus karena kamu sudah mengatakan hal itu. 'I'm glad you love it', saya senang kamu menyukainya... 'Is it?.....thanks!....benarkah?'How sweet you are!....Am i?....itu ya,,,expression of complementing...memberikan....pujian.			
	104	<u>Alangkah indahny.....gaun itu. 'You look great!'...ya, kamu kelihatan....bagus, tampan, cantik, ya... 'you look great!. 'You have a beautiful house. Ya....kamu punya rumah yang indah. 'How sweet you are! Alangkah manisnya.....kamu. Yaaa...responnya gimana? Responnya.....Bisa menggunakan 'thanks or thank you, thank ou for saying that...terima kasih sudah mengatakan hal itu', ya... 'It's nice for saying that...bagus karena kamu sudah mengatakan hal itu. 'I'm glad you love it', saya senang kamu menyukainya... 'Is it?.....thanks!....benarkah?'How sweet you are!....Am i?....itu ya,,,expression of complementing...memberikan....pujian.</u>		√	
	105	OK. Coba example nya....Aldo and Farel. You are as Aldo and Via as Farel	√		
	106	Which one is the expression of complementing?	√		
	107	Any question about complementing?	√		
	108	<u>OK task 6. Fill in the bubble with suitable utterances below. Ini chart nya ada gambarnya tapi tidak ada jawabannya. 'What a nice dress!'.... the compliment about what? Kita memuji tentang apa?</u>	√		
	109	<u>Cantik, sesuai. Ini sesuai dengan kakimu. Yaa, it's about shoes. OK. It's about socks, bisa. 'That's good, excellent! That's good, excellent! Ini tentang nilai juga bisa..ya...tetntang suatu pekerjaan. OK, we go to task seven. Make your own...e...make your dialog to express. 'What a beautiful rose! Thanks. It's from Chandra'. It's time for you to make your dialog to express the complementing. Ya,</u>	√		
	110	<u>OK coba. Try to make dialog using the expression of complementing. You have <i>delicious cake, beautiful dress, good painting, excellent text, and nice T-shirt</i>. In your LKS.</u>	√		
	111	Ya, yang lainnya apa? OK, number three, <u>what is your expression, mbak? What is your answer?</u>		√	
	112	S: Wow, that's a good excellent text. Wow, that's an excellent text. <u>An excellent itu sudah bagus sekali, jadi gak usah pake good. That's an excellent text. Septi, gimana? What is your expression for number four?</u>	√		
	113	S: What a nice T-shirt [the sit]	√		

		S: t-shirt, t-shirt What.... S: what a nice t-shirt			
	114	Lucu. <u>You see them in her house.</u> E....kalian melihatnya di rumahnya. <u>You praise the kitten. How to praise ya...OK, sssst...based on the situation...based on the third.e...three situations please write the compliment.</u> Silahkan membuat pujiannya bagaimana. Based on the situation, ya. The first you praise..apa? yang harus kalian puji apa? What do you praise for number one?	√		
	115	Have you finished? Have you finished? Sudah selesai?	√		
	116	S: How a beautiful dress. T: How? S: How a beautiful dress. T: Hmm... <u>kalau how itu diikuti dengan adjective, jadi how beautiful dress, it is. How beautiful dress, it is.</u>	√		
	117	<u>Kalau menggunakan what....sssst...haloooo...</u> <u>S: haloo</u> <u>T: jadi how diikuti dengan a....how diikuti dengan a....adjective....sssshhhh...kemudian kalau what diikuti dengan noun. Bedanya di situ.</u>	√		
	118	So, Melani..repeat your answer.	√		
	119	What a nice dress! OK. Kalau yang dipuji ibunya bagaimana?	√		
	120	S: you look great! T: <u>You look great! Memuji kecerdasannya lho....You look great kan artinya kamu terlihat bagus.</u>	√		
	121	S: Wow, t is a good painting! T: Wow, it is a good painting! OK.	√		
	122	Scenery tu apa? <u>Scenery?. A painting of scenery</u>	√		
	123	S: pemandangan. T: pemandangan. Ya, OK	√		
	124	Ss: good afternoon, mom. T: good afternoon. See you next time. Wassalamu'alaikum Wr. Wb.	√		
Senior X2	125	Would you clean the whiteboard, please?	√		

	126	Assalamu'alaiku Wr. Wb. Morning. Ss: Morning. How's life? Ss: Fine, thanks	√		
	127	Before we continue our material, let I ask some questions about....alright....Have you ever known about Cristiano Ronaldo?	√		
	128	Football player, ya....Can you tell me what does he look like? Can you tell me?	√		
	129	OK. Can you tell me? He...has....wavy...short...black....short wavy black hair, alright.		√	
	130	He has fair skin. What about his eyes? What about his eyes? He has....small or slanted? Do you know slanted?		√	
	131	Do you understand what I mean? Is it clear?			√
	132	What about the body? What about the body?	√		
	133	T : Can you describe it? Can you describe his special kick? Can you describe? How? Buyung, how he kicks the ball? <u>How? Like what?</u>		√	
	134	T : “OK. Who will try to perform the dialog without text? So you create the questions spontaneously. <u>Who will try?</u> ”		√	
	135	Ya, it's like a spoon. OK, now, we are going to talk about Cristiano Ronaldo, but I'll read a text then please listen carefully and then find out the information about Cristiano Ronaldo, OK?	√		
	136	Before you are listening, please study the questions first. Study the questions first.	√		
	137	T : “Now, listen carefully.” “ <i>The most talented and successful footballer recently maybe Cristiano Ronaldo. He is the Portuguese footballer who plays as a winger for Spanish Premier League Club, Real Madrid, and the Portuguese National Team.</i> <i>Christiano Ronaldo was born in Fuchal, Madeira, Portugal on February 5, 1985. His full name is Christiano Ronaldo dos Santos Aveira. He is the youngest son of Maria Dolaves dos Santos Aveira and Jose Denis Aveiro. He has one elder brother, Hugo, and two elder sisters,, Elma and Liliana Catia. His second given name was chosen after the US President, Ronald Reagan, who was his father's favorite actor.</i> <i>With 185 centimeter height and 75 kilogram of weight, his posture is so ideal for footballer in his club. His friends and his manager call him “the rocket” for his special</i>	√		

		<p><i>kick. While his friend usually call him CR9 or Rony. Christiano Ronaldo begun his career as the youth player at CO National and he success with the team let him to the move to the Sporting to season of the world. His precocious talent got the attention of the Manchester United's manager, Sr Alex, who wanted to recruit him. And he signed for 12.25 million pounds in 2003."</i></p> <p><u>"OK. Have you got?"</u></p> <p>Ss : "Hehe...."</p> <p>T : "OK. Once more. Once more.</p>			
	138	Can you describe it? Can you describe his special kick? Can you describe? How? Buyung, how he kicks the ball? How? Like what?	√		
	139	OK, September....twenty...third...nineteen...sixty..eight. OK.. What do you think about this? <u>Is it correct?</u>			√
	140	OK, alright. <u>What team did he start his debut with? His career. What team did he start his debut with? What team he start his debut with? What team?...OK, Mbak Yuni. Tri Yuniarti, what team? What team did he start his debut with? Pada tim apa dia memulai karirnya?</u>	√		
	141	T : "OK, have you got all the information? OK. You fill all of the form? Can you fill all of the form?" Ss : "Not yet."		√	
	142	<u>2003, ya....so, you have to count. 2003 and the time he was born. When was he born? OK, February 5, 1985. So, 2003 subs tract by 1985. It will be....eighteen. OK Good. Thank you.</u>		√	
	143	2003, ya....so, you have to count. 2003 and the time he was born. When was he born? OK, February 5, 1985. So, 2003 subs tract by 1985. <u>It will be....eighteen.</u> OK Good. Thank you.		√	
	144	Do you understand?	√		
	145	<u>I will read once more and just write down the point. For example: father's name, siapa, mother's name siapa, and the surname, for example, OK? And then was born kapan. OK. Listen to me carefully.</u>	√		
	146	Now, please act your dialog in front of the class. Please, Mbak Yuni and Mbak Lutfi...give a big applause.	√		
	147	OK. Your imagination is quite good.	√		
	148	Anyone can perform a dialog without memorizing? It is difficult for you to perform the dialog	√		

		without text? Will you try to perform the dialog without text? So you create the questions spontaneously. Who will try?			
X3	149	T : "OK. <u>Is anybody absent today?</u> (while counting the students) S : "Pas." T : "Who is your partner?" S : "Galih." T : "Oh ya, I see. OK. Alright	√		
	150	O ya, I see. OK. Alright. <u>Today our material is listening of a...text, but I have to practice speaking because I haven't got the recorded of the listening transcript. But I'll read the text. OK. I will read the text. So, please listen carefully while you are listening, ya. While you are listening, fill in the blank of the form, you know?</u> Page one hundred on section A 'famous people'	√		
	151	Have you got it?	√		
	152	Please try to give thick on the form ya...then I will read	√		
	153	T : "Ya... alright. Now, there are two A...B... There re two, A and B. A here will be the information of Will Smith and then the section B will be of what is it...Prince William. So, please try to give thick on the form, yaa...then I will read. While I'm reading... <u>do you understand what you do? Yes? Yes or no?</u> " Ss : "Yes." T : "Do you understand, Yopa?" Yopa : "Yes." T : "OK. <u>Do you understand, Abi??</u>	√		
	154	Ya, alright. <u>Please listen carefully maybe the students at back need to listen very carefully because my voice cannot....very well.</u>	√		
	155	Ya, alright. Please listen carefully maybe the students at back need to listen very carefully because <u>my voice cannot....very well.</u>		√	
	156	OK. Have you got all the information? OK. You fill all of the form? Can you fill all of the form?	√		
	157	S: he has got success. OK. Good. He has got success in....three....	√		
	158	S: media entertainment Uhuh...media entertainment. OK. Good, very good.	√		

	159	Has everybody got the information?	√		
	160	Uh uh...OK, what sentence? <u>OK. I will repeat the sentence. Ya...em...because an accident may take the lives of the two princes. OK, ya..this is about a worry about...the worry about the life of the king...ya...e...does he enjoy playing soccer?</u>	√		
	161	Did he used to go to nursery school? There is a word 'used to', what is the meabing of 'used to'? used to means.... S: biasa	√		
	162	T : "OK, have you got all the answer? Yes? Yes? Alright. Does anyone miss the answer?		√	
	163	So, used to means something that, habitual that usually did in the past. So, when I say for example, when I say for example 'My mother used to tell me a story before going to bed.' <u>It means that in the past, in the past my mother usually, usually tells a story before going to bed.</u> But what about you now? Does your mother usually tell you about a story before going to bed?	√		
	164	So, when I say for example, when I say for example 'My mother used to tell me a story before going to bed.' <u>It means that in the past, in the past my mother usually, usually tells a story before going to bed. But what about you now?</u> Does your mother usually tell you about a story before going to bed?		√	
	165	Listen carefully. Listen carefully. Listen very carefully..	√		
	166	Alright. <u>Does anyone miss the answer?</u> Ada yang ketinggalan?	√		
	167	T : Do you know complementing? What is that? That is a capability to how compliment someone. So, what is compliment? <u>Giving...praise to someone.</u>		√	
	168	S: after retiring [retiriŋ] T: umm, sorry...after retiring [retairiŋ]	√		
	169	What do you think about Roslyn's surname? Jordan here means surname. <u>What is surname? Nama.....family, family name.</u> so, actually for example ya...foreign people usually...for example ya... <u>when we call him by the last name, we should say Mr. Miliken. So, this is the surname. The family name.</u>	√		
	170	Does anyone know what abbreviation of Jr? maybe anybody has read on the newspaper what is Jr?		√	
	171	Have you got all the information?	√		
	172	T : "So, it just a kind of basa-basi ya...e...when I say 'anyway', 'anyway is also a kind of basa-		√	

		basi. 'anyway'. 'thank you, anyway', you can say that. Sometimes, anyway just used for jeda ya jeda. You want to say something but you need to think twice, you need to think for a while, you can say 'anyway', this is a kind of having jeda. Do you understand what I mean?"			
	173	OK, let's go on. OK, we still have listening. Let's check together.	√		
	174	OK. Just see. OK. I will keep it for next time. Then, look at, look at, look at speaking, yes. <u>Change the crossed out expressions in the dialog with the suitable ones provided in the box.</u> Listen and check. Just skip this part. Look at the next page. Complete this comic strips with the suitable expressions of complementing. When you finish, act them out with your friend.	√		
	175	So, it just a kind of basa-basi ya...e...when I say 'anyway', 'anyway is also a kind of basa-basi. 'anyway'. 'thank you, anyway', you can say that. Sometimes, anyway just used for jeda ya jeda. <u>You want to say something but you need to think twice, you need to think for a while, you can say 'anyway', this is a kind of having jeda.</u>	√		
	176	Well, this is the end of our lesson today. Thank you for coming. Assalamu'alaikum Wr. Wb	√		

The Classification of Data Finding on the Language Function

Level	No.	Data Finding	Types of Language Function									
			1	2	3	4	5	6	7	8	9	10
Elementary Class 5A	1	<u>Are you sleepy, Faris? Faris, are you sleepy?</u> Wash your face, would you? Wash your face at the toilet. Wash your face.....naaah....Faris still sleepy. Are you sleepy? Are you sleepy?				√						
	4	Oh syrup. How many glass? How many glass?							√			
	5	Oh one. Evin eats one fish. So, how many is for asking...ju....mlah. so, Miss Wulan...for example Miss Wulan has two....			√							
	6	S: Pens. Two pens. <u>How many pens does Miss Wulan have?</u> S: Two. Miss Wulan has two pens. Ss: Miss Wulan has two pens.				√						
	7	How many pens do you have? How many pens do you have? How many pens do you have? How many pens do you have?							√			
	8	S: I have ten [tin] books. Ten books. Report to Miss Wulan.								√		
	9	Report to your friend. Report to your friend.							√			
	12	<u>S: Cholif</u> <u>Cholif, how many book do you have?</u> <u>S: I have thirteen books.</u> <u>Oh, Cholif has thirteen books. What is your name?</u> <u>S: Jihan</u> <u>How many pen do you have?</u> <u>S: I have three pens.</u> <u>Three pens. Seperti itu.</u> Formatnya akan Miss Wulan tulis in the whitenoard. Yang asking tidak memakai English, silahkan keep silent. Ya. OK?			√							
	15	S : “Miss, boleh pakai pen?” T : “Pen? OK.” S : “Kalau pencil?” T : “OK.”					√					
	16	Halloo. For example, Miss Wulan ask Cholif. Miss Wulan yang ditanyakan book nya. How many book do you have? Oh, Cholif has thirteen books. Kemudian yang mau Miss wulan Tanya yang kedua itu sama si Dita, how many pen do you have? S: four.			√							

	18	S : “Sampai berapa, miss?” T : “Ten.” S : “Miss, yang things?” T : “Things itu yang mau kamu tanyain.”					√					
	20	OK. Attention. Keep silent. Hands on table. Hands on table. Ss: Hands on table. Sit down,please. Hands on table. Ss: hands on table. Hands on table. Ss: hands on table.										√
5B	21	Did you have breakfast today? Did you have breakfast today?				√						
	22	S: Yes.					√					
	23	Iqbal, did you have breakfast today? Eh..kok Iqbal..e...Ilham, did you have breakfast today?							√			
	24	Did you have breakfast today? Davva, did you have breakfast today? Yes.							√			
	26	T: Repeat after Miss Wulan. Coke [kəʊk] S: [kuk] T: Bukan [kuk]. [kəʊk]. S: [kəʊk].								√		
	28	I like ice tea. Rama likes ice tea. Do you like ice tea? S: Yes. Do you like ice tea? S: Yes. Yes. Do you like ice tea? S: Yes. Do you like ice tea? S: Yes. Do you like ice tea? S: Yes. Do you like ice tea?							√			
	33	A cup of coffee. Kalau bla bla bla..... <u>I like bla bla bla of chocolate?</u>				√						
	34	S: a.... S: a bar. A bar of chocolate. Very good.									√	
	35	I am hungry. I am hungry. What is hungry?				√						

	37	What is your name? What is your name?						√				
	38	Not at all itu bukannya tidak boleh tetapi malah memperbolehkan. Silahkan. Ulangi. Tiara, I am very thirsty. Do you mind if I have your green tea, please?			√							
	41	Do you like ketela?				√						
	44	Jadi....ada dua macam. Ada not at all, ada please do. Anak-anak boleh memilih, ya, coba...what is your name?			√							
	45	Oh, please do...please do. Thank you...you are welcome. Sekarang siapa yang mau mempraktekkan in front of the class? <u>Raise your hand. I will give you stamp. I will give you stamp, please come forward. Two students. Come forward.</u> Yes, Syaif and...		√								
	47	Book? OK					√					
	48	Not...not at all [al] All [ɔl] S: All [ɔl]								√		
	49	Thank you. Bisa ga bawa ini. <u>Without the book. And now, you yang ask. And you have the orange...and you ask for the orange water. C'mon.</u>		√								
	52	Nah, sekarang anak-anak sendiri. <u>All of you. One, two, three...</u>		√								
	56	Nah, sekarang anak-anak tugasnya... <u>make the dialog in page fourty nine. Make the dialog with your fiends using this. For example, number one. It is food or drink?</u>		√								
	57	Ss: Drink.					√					
	58	Drink. <i>I am thirsty. Do you mind if I have the coke now? Not at all. Not at all. Thanks.</i> Bla blab la and bla bla bla. You can make it on your book, now. OK.			√							
	59	S: Miss, what is salad?				√						
	60	<u>Salad...is a group of fruits, just slice. For example, salad, fruit salad. Fruit salad is a fruit which is cut. Do you know cut?</u> Jadi kecil-kecil. <u>For example, strawberry, slice.</u> Terus kalau yang on the book, this is a vegetable salad.. do you know vegetable? What is vegetable? S: Sayuran.			√							
	62	<u>Yes. It is mushroom, there is lettuce. Do you know lettuce?</u> Selada. Ada lettuce, ada mushroom, ada cucumber, timun, nah itu diaduk...give...mayonnaise. <u>Do you know mayonnaise? Mayonnaise is like a sauce, white sauce.</u> Kayak yang di burger. Yang white. Yang white. Terus dicampur. <u>Di mix, and then, become salad, yes?</u> Next time we will make a salad or something in this class, OK? Kita akan praktek how o make salad atau how to make burger. Besok kapan-kapan.			√							
	66	Who is not finished yet?						√				
	67	OK. You can close your book. You can close your book. You can close your English book		√								

[illegible]

[illegible]

8j	101	OK. <u>You see the expression.</u> Ada 'Wow! Good job, Good grade!, Nice try!, Nice work! Kira-kira apa? ..memberikan...atau ungkapan memberikan....		√									
	102	Pujian. Complementing itu pujian. Di situ tertulis refusing. Di samping complementing itu yang benar responding atau cara menanggapi bagaimana. The example of complementing...ya....'Wow, good job!... the responding is....thanks.			√								
	103	Alangkah indahnya.....gaun itu. 'You look great!'...ya, kamu kelihatan....bagus, tampan, cantik, ya...'you look great!. 'You have a beautiful house. Ya....kamu punya rumah yang indah. 'How sweet you are! Alangkah manisnya.....kamu. Yaaa...responnya gimana? <u>Responnya.....Bisa menggunakan 'thanks or thank you, thank you for saying that...terima kasih sudah mengatakan hal itu', ya...'It's nice for saying that...bagus karena kamu sudah mengatakan hal itu. 'I'm glad you love it', saya senang kamu menyukainya...'Is it?.....thanks!....benarkah?.....'How sweet you are!....Am i?....itu ya,,,expression of complementing...memberikan...pujian.</u>			√								
	105	OK. Coba example nya....Aldo and Farel. You are as Aldo and Via as Farel		√									
	106	Which one is the expression of complementing?				√							
	107	Any question about complementing?						√					
	108	OK task 6. Fill in the bubble with suitable utterances below. Ini chart nya ada gambarnya tapi tidak ada jawabannya. 'What a nice dress!'.... the compliment about what? Kita memuji tentang apa?			√								
	109	Cantik, sesuai. Ini sesuai dengan kakimu. <u>Yaa, it's about shoes. OK. It's about socks, bisa. 'That's good, excellent! That's good, excellent! Ini tentang nilai juga bisa..ya...tentang suatu pekerjaan. OK, we go to task seven. Make your own...e...make your dialog to express. 'What a beautiful rose! Thanks. It's from Chandra'. It's time for you to make your dialog to express the complementing. Ya,</u>			√								
	110	OK coba. <u>Try to make dialog using the expression of complementing.</u> You have <i>delicious cake, beautiful dress, good painting, excellent text, and nice T-shirt</i> . In your LKS.		√									
	112	S: Wow, that's a good excellent text. Wow, that's an excellent text. <u>An excellent itu sudah bagus sekali, jadi gak usah pake good. That's an excellent text.</u> Septi, gimana? What is your expression for number four?									√		
	113	S: What a nice T-shirt [the sit] S: t-shirt, t-shirt What.... S: what a nice t-shirt									√		
	114	Lucu. <u>You see them in her house. E....kalian melihatnya di rumahnya. You praise the kitten. How to praise ya...OK, sssst...based on the situation...based on the third.e...three situations please write the compliment.</u> Silahkan membuat pujiannya bagaimana. Based on			√								

[illegible]

[illegible]

	148	Anyone can perform a dialog without memorizing? It is difficult for you to perform the dialog without text? Will you try to perform the dialog without text? So you create the questions spontaneously. Who will try?				√						
X3	149	T : "OK. Is anybody absent today? (while counting the students) S : "Pas." T : "Who is your partner?" S : "Galih." T : "Oh ya, I see. OK. Alright					√					
	150	O ya, I see. OK. Alright. <u>Today our material is listening of a...text, but I have to practice speaking because I haven't got the recorded of the listening transcript. But I'll read the text. OK. I will read the text. So, please listen carefully while you are listening, ya. While you are listening, fill in the blank of the form, you know? Page one hundred on section A 'famous people'</u>			√							
	151	Have you got it?						√				
	152	Please try to give thick on the form ya...then I will read		√								
	153	T : "Ya... alright. Now, there are two A...B... There re two, A and B. A here will be the information of Will Smith and then the section B will be of what is it...Prince William. So, please try to give thick on the form, yaa...then I will read. While I'm reading... do you understand what you do? Yes? Yes or no?" Ss : "Yes." T : "Do you understand, Yopa?" Yopa : "Yes." T : "OK. Do you understand, Abi??"						√				
	154	<u>Ya, alright. Please listen carefully maybe the students at back need to listen very carefully because my voice cannot....very well.</u>		√								
	156	OK. Have you got all the information? OK. You fill all of the form? Can you fill all of the form?						√				
	157	S: he has got success. OK. Good. He has got success in....three....									√	
	158	S: media entertainment Uhuh...media entertainment. OK. Good, very good.									√	
	159	Has everybody got the information?						√				
	160	Uh uh...OK, what sentence? <u>OK. I will repeat the sentence. Ya...em...because an accident may take the lives of the two princes. OK, ya..this is about a worry about...the worry about the life of the king,..ya...e...does he enjoy playing soccer?</u>							√			
	161	Did he used to go to nursery school? There is a word 'used to', what is the meabing of 'used				√						

[illegible]

The Classification of Data Finding on the Speech Modification

Level	No.	Data Finding	Types of Speech Modification			
			Grammar	Vocabulary	Speech Rate	gestures
ELEMENTARY	2	Are you sleepy, Faris? Faris, are you sleepy? <u>Wash your face. would you? Wash your face at the toilet. Wash your face.....naaah....Faris still sleepy. Are you sleepy? Are you sleepy?</u>	√			
	3	T : OK. Do you like egg? S : No. T Oh, no, he doesn't like egg. So, Yusuf, how any...haaaa....how many egg did you eat? Yusuf, how many egg did you eat? How many? One? Two? Three?		√		
	10	OK. Thank you, Faiz. Nah, seperti itu. <u>Now, tugasnya is find...find ten students....ten friends and then you report in your book.</u> For example like this....reporter ceritanya ya....what is your name?		√		
	11	OK. Thank you, Faiz. Nah, seperti itu. Now, tugasnya is find...find ten students.... <u>ten friends and then you report in your book.</u> For example like this....reporter ceritanya ya....what is your name?		√		
	13	T: OK, Miss Wulan mau <u>refresh</u> dulu. E....What is your name?		√		
	14	T: Oh, rice and chicken. The students almost eat chicken. Who eats chicken? Raise your hand.				√
	17	T: "Yes. Did you <u>pray</u> subuh?"				√
	19	T: Do you drink milk?" Arga: No." T: "Water? Tea?" Arga: Syrup."		√		
	25	T: How does the taste? Is it hot? Or is it delicious? Or is it salty? S: Yes.		√		
	27	T : "E....Riza, what food did you eat today? What food?" Riza : "Rice and..." T : "Rice and..." Riza : "sardine."		√		
	29	T : "Miss Wulan has two pen..s." Ss : "Miss Wulan has two pens." T : "Repeat after me. Miss Wulan has two pen...s." Ss : "Miss Wulan has two pens."			√	
	30	S: No.				

	No. segelas? A glass of.....apa tadi.....a glass of...fried chicken? S: No. Naaaa....apakah a plate of fried chicken?	√			
31	T : “OK, count. One...” S : “One...two...three.”		√		
32	T : “OK, <u>everybody take your pen and say it.</u> From...what is your name?”				√
36	T : “Annisa, count. One..” Annisa : “One two three four five.”		√		
39	Hm...makanya <u>he is very.....</u> S: Big. No. Ss: Hahahhhaaa.. He is very fat. Do you like pizza? S: Yes. Yes. Pantesan dia <u>very.....fat.</u>			√	
40	T : “OK, Fira. Stand up please. Keep silent. Yok. Asking about how many book. Like this, for example: Miss Wulan meet Jihan. Jihan, stand up Jihan. Jihan, how many book do you have?” Jihan : “I have thirteen books.” T : “And then, Miss Wulan report to misalnya she is a teacher. Teacher, she has thirteen books. Nanti lapor sama Miss Wulan. She boleh atau Jihan juga boleh. Ulangi lagi. Jihan, how many books do you have?” Jihan : “I have thirteen books.”	√			
42	T : “OK, stand up please. <u>Ask.</u> ” Lintang : “How many books do you have?”		√		
43	Not....at....all....			√	
46	OK, you can start now. <u>Ten minutes to go.</u> ”	√			
50	T : “Chicken. <u>What chicken?</u> ” S : “Fried chicken.” T : “Fried chicken. Alright.		√		
51	Mushroom....e...what is it? Yes, it is mushroom. Mario Bross likes mushroom.		√		
53	T : “Oh coke...very good. Repeat after Miss Wulan, Coke.” Ss : “kuk.” T : “Bukan kuk, coke.” Ss : “Coke”			√	

	54	Ss: Cook [kok] <u>Do you know cock [kɔk] is?</u> Ss: Hahahaaa... <u>Yes, chicken...boy...chicken boy...no no no...chicken boy. Ayam jantan ya..</u>		√		
	55	T : “Apa contohnya coke ini?” S : “fanta.” T : “fanta, sprite, coca-cola, etc.		√		
	61	T : “Pizza....hmmmm...Safa, this is <u>your</u> pizza?” Safa : “Yes.”				√
	63	Yes. It is mushroom, there is lettuce. Do you know lettuce? Selada. Ada lettuce, ada mushroom, ada cucumber, timun, nah itu diaduk...give...mayonnaise. Do you know mayonnaise? <u>Mayonnaise is like a sauce, white sauce.</u> Kayak yang di burger. Yang white. Yang white. Terus dicampur. Di mix, and then, become salad, yes? Next time we will make a salad or something in this class, OK? Kita akan praktek how o make salad atau how to make burger. Besok kapan-kapan.?		√		
	64	T : “Thank you. I have the water now. Ibit. Ahhh....I saw you at Carrefour last night, <u>yes?</u> ”		√		
	65	T : “Do you know cock is? (<u>the teacher is imitating sounds and gestures of a cock</u>)” Ss : “hahahaaaa....”				√
JUNIOR	71	T : “Five....p.m. then open on in Wonderland Theme Park... <u>Open on?</u> Wonderland Theme Park open on....”		√		
	76	T : “OK, any difficult words from this note? <u>Difficult words...</u>		√		
	79	T : What is the meaning of hospitality? <u>Hospitality. Hospitality.</u>		√		
	80	T: What is the meaning of guests? Guest...guest... <u>what is guest?</u> Guest of the hotel”		√		
	81	T: How much is a student charged for the trip? Galih... <u>How much is it?</u>		√		
	82	T : OK. Any difficult word from this text? Any difficult word?		√		
	104	<u>Alangkah indahnya.....gaun itu. ‘You look great!’...ya, kamu kelihatan....bagus, tampan, cantik, ya...’you look great!. ‘You have a beautiful house. Ya....kamu punya rumah yang indah. ‘How sweet you are! Alangkah manisnya....kamu. Yaaa...responnya gimana? Responnya.....Bisa menggunakan ‘thanks or thank you, hank ou for saying that...terima kasih sudah mengatakan hal itu’, ya...’It’s nice for saying that...bagus karena kamu sudah mengatakan hal itu. ‘I’m glad you love it’, saya senang kamu menyukainya...’Is it?....thanks!....benarkah?’How sweet you are!....Am i?...itu ya...expression of complementing...memberikan....pujian.</u>			√	

	111	Ya, yang lainnya apa? OK, number three, <u>what is your expression, mbak?</u> What is your <u>answer?</u>		√		
SENIOR	129	OK. Can you tell me? He...has....wavy...short...black....short wavy black hair, alright.			√	
	130	He has fair skin. <u>What about his eyes?</u> What about his eyes? He has....small or slanted? Do you know slanted?		√		
	133	T : Can you describe it? Can you describe his special kick? Can you describe? How? Buyung, how he kicks the ball? <u>How? Like what?</u>		√		
	134	T : “OK. Who will try to perform the dialog without text? So you create the questions spontaneously. <u>Who will try?</u> ”		√		
	141	T : “OK, have you got all the information? OK. You fill all of the form? Can you fill all of the form?” Ss : “Not yet.”	√			
	143	2003, ya....so, you have to count. 2003 and the time he was born. When was he born? OK, February 5, 1985. So, 2003 subs tract by 1985. <u>It will be....eighteen.</u> OK Good. Thank you.			√	
	155	Ya, alright. Please listen carefully maybe the students at back need to listen very carefully because <u>my voice cannot....very well.</u>			√	
	162	T : “OK, have you got all the answer? Yes? Yes? Alright. Does anyone miss the answer?”	√			
	164	So, when I say for example, when I say for example ‘My mother used to tell me a story before going to bed.’ <u>It means that in the past, in the past my mother usually, usually tells a story before going to bed. But what about you now?</u> Does your mother usually tell you about a story before going to bed?	√			
	167	T : Do you know complementing? What is that? That is a capability to how compliment someone. So, what is compliment? <u>Giving...praise to someone.</u>		√		
	170	Does anyone know what abbreviation of Jr? maybe anybody has read on the newspaper what is Jr?		√		
	172	T : “So, it just a kind of basa-basi ya...e...when I say ‘anyway’, ‘anyway is also a kind of basa-basi. ‘anyway’. ‘thank you, anyway’, you can say that. Sometimes, anyway just used for jeda ya jeda. You want to say something but you need to think twice, you need to think for a while, you can say ‘anyway’, this is a kind of having jeda. Do you understand what I mean?”	√			

The Classification of Data Finding of the Code-Switching

Level	No.	Data Finding	Types of Code-Switching
			Formal-Informal
Elementary		-	-
Junior	78	OK, what is the purpose of leaflet? The communicative function... Damas, kira-kira apa? The communicative function or the purpose of the leaflet. Damas? What do you get from the leaflet?	√
Senior	131	Do you understand what I mean? <u>Is it clear?</u>	√
	139	OK, September....twenty...third...nineteen...sixty..eight. OK.. What do you think about this? <u>Is it correct?</u>	√

Field Note 1

Date : August 18, 2010

Time : 07.30 a.m.

Class : 5A

Teacher : Miss Wulan

1. Setelah baris didepan ruang kelas, siswa memasuki ruangan satu per satu disusul oleh guru dan peneliti paling akhir. Kemudian peneliti langsung duduk dikursi paling belakang. Guru memimpin doa sebelum pelajaran dimulai 'Before we study let's pray together, please.' Semua siswa berdoa bersama-sama. Guru mengucapkan salam.
2. Guru mengawali pelajaran hari ini dengan bertanya 'Are you fasting today?' kepada beberapa siswa. Masing-masing siswa menjawab 'yes'.
3. Seharusnya hari ini kelas 5A ada ujian Bahasa Inggris, tetapi berhubung guru lupa memberitahu akhirnya ujian ditunda sampai minggu depan.
4. Guru meminta siswa untuk membuka buku. Dan siswa segera mengeluarkan buku mereka. Sebelum memasuki materi baru, guru mengingatkan kembali materi sebelumnya tentang food and drink dengan bertanya kepada beberapa siswa. Semua siswa yang diberi pertanyaan oleh guru menjawab dengan Bahasa Inggris.
5. Guru memberi instruksi 'Who eats chicken, raise your hand.' Siswa tidak memberi respon. Guru mengulang instruksinya beberapa kali, disertai gerakan. Beberapa siswa angkat tangan.
6. Ada seorang siswa yang duduk di kursi nomor dua dari belakang terlihat ngantuk. Guru menghampiri dan bertanya 'Are you sleepy?'. Siswa tersebut belum menjawab. Guru bertanya lagi dan akhirnya ia menjawab 'yes'.
7. Kemudian guru menyuruhnya untuk mencuci muka di kamar mandi terlebih dahulu. Karena siswa yang bersangkutan seperti belum mengerti apa yang diucapkan guru, kemudian guru memberi perintah disertai dengan gerakan orang mencuci muka. Kemudian anak itu segera keluar untuk mencuci mukanya.
8. Guru kembali bertanya kepada siswa yang lain dengan pertanyaan sama tentang puasa dan sahur. Siswa tersebut menjawab singkat dengan Bahasa Inggris.
9. Guru mulai memasuki materi yang baru dengan bertanya kepada seorang siswa. Guru menulis di whiteboard: *how many....?*. siswa tersebut belum memberikan jawaban, lalu teman-temannya membantunya untuk menjawab pertanyaan.
10. Guru bertanya kepada siswa yang lain dengan pertanyaan yang hampir sama. Kemudian menuliskan jawaban dari kedua siswa yang diberi pertanyaan tadi di whiteboard: *one glass of syrup and one egg*.
11. Guru melanjutkan bertanya kepada dua siswa yang lain masih dengan pertanyaan serupa, dan menulis jawabannya di whiteboard.
12. Guru menjelaskan tentang *how many....*. Kemudian guru mengeluarkan dua pulpen sebagai alat peraga dalam memberikan contoh penggunaan *how many* ke dalam kalimat.

13. Guru bertanya pada siswa yang duduk tepat di depannya seperti contoh yang sudah diberikan. Siswa mengecek pulpennya di dalam tas. Sambil menunggu, guru mengulang pertanyaan beberapa kali. Siswa menjawab dengan kalimat seperti contoh. Dalam Bahasa Inggris.

14. Guru menulis di whiteboard:

I	}	have
You		
We		
They		

He	}	has
She		
Bejo		

Kemudian meminta seluruh siswa mengeluarkan semua pulpen yang mereka punya dan masing-masing mengucapkan 'I have.....pen(s)' sambil menunjukkan pulpennya. Urutan dimulai dari siswa yang duduk paling depan pojok kiri.

15. Setelah semua siswa sudah mengucapkan berapa jumlah pulpen yang mereka punyai, guru bertanya siapa saja yang memiliki 5, 4 pulpen diminta maju ke depan dan mengucapkannya lagi didepan kelas yang kemudian ditirukan oleh semua siswa.
16. Guru memanggil siswa dengan nomor absen sesuai tanggal, bulan, dan tahun hari ini dan juga partnernya untuk berdiri dan mempraktekkan tanya jawab tentang berapa jumlah buku atau pulpen yang mereka punya.
17. Beberapa siswa nampak ramai dan guru meminta mereka tenang dan mendengarkan dengan berkata 'Keep silent.'
18. Guru memberi contoh terlebih dahulu sebelum para siswa yang ditunjuk tersebut mempraktekkan dialog. Lalu mereka mempraktekkan dialog.
19. Guru memberi tugas kepada siswa yang diberi nama Survey Game yaitu mencari 10 teman dan mendaftar berapa jumlah barang yang mereka punya. Guru menjelaskan aturannya dengan pelan-pelan dan berulang-ulang supaya anak mengerti apa yang harus mereka kerjakan. Guru menggambar contoh table yang digunakan untuk mengerjakan tugas beserta contohnya di whiteboard:

Survey Game!

No.	Name	Things	Report
1. Etc.	Kholif	Book	Kholif has 13 books.

20. Guru juga menjelaskan siapa yang bisa mendapatkan 10 teman akan mendapatkan 1 stamp dari guru. Stamp adalah bentuk reward yang guru berikan apabila siswa mengerjakan tugas dengan baik.
21. Beberapa siswa yang belum jelas bertanya tentang aturan main kepada guru. Guru memberikan waktu 10 menit untuk mngerjakan.
22. Ada salah satu siswa sakit batuk-batuk. Guru mendekati untuk bertanya dan memberinya minyak angin. Sementara siswa yang lain sibuk menyelesaikan game. Kelas sangat riuh karena para siswa sibuk bertanya kanan kiri.

23. Guru berkeliling untuk mengecek dan membantu siswa dalam mengerjakan tugas. Guru menuliskan pengingat bahwa minggu depan ada tes Bahasa Inggris di whiteboard pojok kanan atas.
24. Sebagian besar siswa menggunakan Bahasa Inggris dalam bertanya kepada sesama teman. Suasana kelas semakin riuh karena batas waktu yang tersisa tinggal 1 menit lagi. Siswa yang sudah selesaisatu per satu mengumpulkan bukunya di meja guru supaya mendapatkan stamp. Guru menghitung waktu mundur, bagi yang melebihi waktu tidak bisa mengumpulkan bukunya. Dan ada beberapa dari mereka yang tidak mengumpulkan buku.
25. Sebelum menutup pelajaran, guru mengingatkan kembali tentang pelajaran hari ini dan tes minggu depan.
26. Guru menutup pelajaran dengan mengucapkan salam.

Field Note 2

Date : August 2nd, 2010
 Time : 07.35 a.m.
 Class : 5B
 Teacher : Miss Wulan

1. Guru dan peneliti memasuki ruang kelas. Guru memberikan salam.
2. Guru mengawali pelajaran hari ini dengan bertanya tentang yang berkaitan dengan makanan dan minuman kepada sejumlah siswa.
3. Salah satu siswa menjawab dalam Bahasa Indonesia. Guru mengoreksi dengan bertanya kepada siswa yang lain Bahasa Inggrisnya ayam.
4. Kemudian memasuki materi Foods and Drinks.
5. Guru melanjutkan bertanya masih yang berhubungan dengan makanan dan minuman yang disukai kepada sejumlah siswa satu per satu.
6. Guru menulis kata di whiteboard: *cook* and *coke*, dan meminta siswa untuk menirukan ucapan guru. Guru juga menirukan gerakan orang sedang memasak untuk membuat siswa lebih mudah mengerti yang dimaksud dengan kata *cook*.
7. Guru menjelaskan materi tentang food and drink. Guru menulis di whiteboard: *a plate of fried chicken, a slice of pizza*, mengucapkannya dan siswa menirukannya.
8. Guru meminta anak membuka buku dan menirukan ucapan guru sambil guru menjelaskan. Kemudian guru mencoba bertanya jawab dengan siswa sambil membaca buku.
9. Setelah selesai menjelaskan, guru mengundang siswa untuk maju ke depan mempraktekkan dialog seperti yang dijelaskan tadi. Guru juga akan memberikan stamp bagi siswa yang berani maju. 4 siswa berani maju ke depan dan mempraktekan dialog.
10. Guru meminta siswa membuka buku kembali untuk membaca sambil menirukan apa yang diucapkan oleh guru. Guru menjelaskan setiap kata yang

dibaca dengan contoh atau gerakan. Guru juga mengoreksi kalau ada ucapan siswa yang salah.

11. Guru memberikan tugas kepada siswa untuk membuat dialog secara berpasangan sesuai gambar dari buku paket. Sebelumnya, guru memberikan contoh terlebih dahulu.
12. Siswa mengerjakan tugas yang diberikan guru secara berpasangan. Sementara guru berkeliling memeriksa PR. Kemudian guru memanggil nama siswa satu per satu untuk menyebutkan nilai yang sudah guru berikan di buku masing-masing.
13. Salah satu siswa bertanya tentang kata yang tidak ia pahami. Guru menjelaskan arti kata dalam Bahasa Inggris sederhana disertai gerakan-gerakan pembantu.
14. Guru melanjutkan memanggil nama siswa dan memasukkan nilai ke buku guru.
15. Guru meminta siswa yang sudah selesai mengerjakan tugasnya supaya membawanya ke depan untuk mendapatkan nilai. Guru meminta siswa untuk baris sesuai nomor absen supaya teratur.
16. Guru mengecek siapa saja yang belum selesai.
17. Sebelum menutup pelajaran hari ini, guru mengingatkan kembali apa yang telah dipelajari hari ini dengan bertanya kepada siswa serupa dengan awal pelajaran.
18. Guru menutup pelajaran dengan salam.

Field Note 3

Date : August 30, 2010
Time : 10.45 a.m.
Class : 8i
Teacher : Miss Sri Rohmah

1. Guru dan peneliti memasuki ruang kelas. Guru mempersilahkan duduk di belakang. Salah satu siswa memimpin doa sebelum pelajaran dimulai. Siswa memberikan salam pada guru.
2. Siswa banyak yang berisik. Guru mengingatkan dengan 'Sssssshhhhhh.....'. Kemudian suasana agak tenang.
3. Guru meminta siswa untuk membuka buku paket yang isinya tentang leaflet. Guru mulai membacakan isi leaflet dalam buku dan membahas arti kata-kata sulit yang ada di dalamnya bersama-sama. Siswa mendengarkan.
4. Guru mulai memasuki teks kedua. Siswa diam. Lalu guru membacakan teks kedua.
5. Guru bertanya tentang arti kata. Siswa diam. Sampai beberapa kali bertanya. Siswa diam.

6. Guru menuju ke pertanyaan di bawah leaflet. Guru membacakan pertanyaan pertama. Siswa diam. Kemudian guru mulai memanggil beberapa siswa untuk menjawab pertanyaan-pertanyaan tersebut karena tidak ada yang menjawab kalau tidak ditunjuk oleh guru.
7. Guru menanyakan tujuan leaflet kepada siswa. Siswa diam. Kemudian di artikan dalam Bahasa Indonesia. Siswa diam. Akhirnya guru menjelaskan dan menulis tentang tujuan leaflet di whiteboard:
The purpose/the communicative function: to give information
8. Guru menyimak buku paket kemudian melanjutkan ke pertanyaan selanjutnya. Guru membahas sambil menuliskan pembahasan pertanyaan di whiteboard:
The content: - the ticket price
 - The time (open-close)
 - The day
 - The features
9. Guru bertanya kepada semua siswa, apakah ada pertanyaan atau tidak. Siswa diam, tidak ada yang bertanya.
10. Guru meminta siswa untuk membuka halaman selanjutnya. Kemudian guru meminta salah seorang siswa membaca sebuah note. Siswa tersebut membacanya. Guru sempat mengoreksi pengucapan siswa tersebut dalam membaca.
11. Setelah note selesai dibacakan, guru membahas beberapa kata-kata sulit yang terdapat dalam note tersebut bersama-sama. Guru bertanya tentang arti kata. Siswa diam.
12. Ada seorang siswa yang sedang sibuk sendiri dengan sesuatu ditangannya dan tidak mendengarkan guru saat menjelaskan. Guru menegur.
13. Guru mulai membahas beberapa pertanyaan di bawah note, dan menunjuk beberapa siswa untuk menjawabnya. Ada siswa yang menjawab dalam Bahasa Indonesia diminta oleh guru untuk menjawab dalam Bahasa Inggris.
14. Guru menjelaskan kata charge dengan menuliskannya di whiteboard:
Charge= cost/ fee
15. Guru mengajak siswa untuk membuka buku halaman selanjutnya tentang advertisement. Guru menanyakan arti advertisement. Siswa tidak ada yang menjawab.
16. Kemudian menunjuk salah satu siswa untuk membacakannya. Guru membahas beberapa kata sulit yang terdapat dalam advertisement tersebut bersama-sama. Guru membahas pertanyaan di bawahnya bersama-sama.
17. guru bertanya 'What is the purpose of advertisement?'. Siswa diam, tidak ada yang menjawab. Beberapa siswa berbicara sendiri, jadi kelas terdengar ramai. Kemudian ada siswa yang menjawab. Guru menuliskannya di whiteboard:
advertisement= to pursue people with their offer or to advertise something.
18. Salah seorang siswa, yang memang merupakan siswa paling sering ramai di kelas itu, ngobrol sendiri dengan teman semejanya, tidak mendengarkan guru. Kemudian guru menegurnya. Guru melanjutkan penjelasannya. Guru kembali duduk di kursinya.
19. Guru meminta seorang siswa untuk membacakan teks. Dan satu siswa lagi untuk melanjutkan paragraph berikutnya.

20. Guru menjelaskan perbedaan antar brosur dan iklan sambil duduk di kursinya.
21. Ada seorang siswa ijin ke toilet dengan menggunakan Bahasa Indonesia. Siswa yang lain menyuruhnya menggunakan Bahasa Inggris. Berhubung ia tidak bisa cara meminta ijin dengan Bahasa Inggris, ia tidak jadi pergi ke toilet.
22. Guru membahas beberapa kata sulit yang terdapat dalam teks bersama-sama. Kemudian guru memberi tugas kepada siswa untuk mencari ide pokok setiap paragraf. Para siswa mulai mengerjakan tugasnya. Beberapa menit kemudian guru berkeliling untuk mengecek dan membantu siswa dalam mengerjakan tugas.
23. Guru kembali duduk di kursinya dan mengajak siswa membahas ide pokok setiap paragraph bersama-sama.
24. Guru menegur salah seorang siswa yang dari tadi ramai sendiri. Siswa mengemukakan pendapat mereka setiap guru melontarkan pertanyaan.
25. Setelah semua paragraph sudah ditemukan ide pokoknya, guru menngulang lagi dari paragraph pertama. Guru bertanya 'What is the main idea of the first paragraph?'. Siswa diam. Guru mengulang lagi pertanyaannya. Siswa masih diam. Akhirnya guru menjawab sendiri pertanyaannya. Guru melanjutkan ke paragraph dua, dan seterusnya.
26. Guru mengajak siswa untuk membuka halaman selanjutnya. Akan tetapi bel sekolah sudah berbunyi. Semua siswa mengumpulkan PR nya ke meja guru.
27. Guru menutup pelajaran dengan salam.

Field Note 4

Date : August 28, 2010
 Time : 10.40 a.m.
 Class : 8j
 Teacher : Miss Sri Rohmah

1. Guru dan peneliti memasuki ruang kelas. Guru duduk dikursinya sedangkan peneliti langsung menuju kursi paling belakang. Salah satu siswa memimpin doa sebelum pelajaran dimulai, kemudian mengucapkan salam pada guru.
2. Guru membuka buku paket mempersiapkan materi yang akan diajarkan pada hari ini. Guru berdiri dan mengajak siswa memasuki materi baru tentang 'Complementing and Congratulating'. Guru menuliskan judul materi ke whiteboard.
3. Dua orang siswa ingin meminta ijin ke belakang namun tidak diperbolehkan oleh guru.
4. Guru mengawali materi dengan bertanya kepada siswa. Banyak jawaban yang disampaikan oleh beberapa siswa. Guru meminta siswa membaca buku.

Guru memberi penjelasan tentang materi pertama sambil membaca buku. Guru menjelaskan satu per satu dari ekspresi yang tertulis dalam buku.

5. Guru menunjuk dua siswa untuk membacakan contohnya. Kedua siswa tersebut membacakan contohnya secara bergantian. Guru melanjutkan penjelasannya. Kemudian guru membacakan tugas yang harus siswa kerjakan. Guru memberi waktu 5 menit untuk mengerjakan.
6. Siswa mulai mengerjakan tugasnya dan guru duduk dikursinya. Suasana kelas tenang. Beberapa menit kemudian, guru berjalan berkeliling kelas untuk memeriksa dan membantu siswa apabila ada pertanyaan dalam mengerjakan tugas.
7. Seorang siswa berteriak 'Finish, mom.' Suasana kelas berubah menjadi ramai. Guru menegur 'Sssssttt...'. Guru masih terus berkeliling. Guru kembali duduk di kursinya.
8. Guru mengajak siswa membahas tugas yang baru saja dikerjakan. Seorang siswa tunjuk jari ingin menjawab nomor satu. Guru menanyakan apakah ada jawaban lain atau tidak kepada siswa yang lain. Begitu juga dengan pembahasan sampai nomor terakhir. Guru juga mengoreksi penggunaan kata yang salah dalam mengekspresikan complementing dan kesalahan pengucapan kata.
9. Guru menjelaskan task berikutnya. Guru menjelaskan apa yang harus diberi ekspresi pada situasi-situasi yang ada.
10. Siswa mulai mengerjakan tugasnya. Kemudian guru berkeliling kelas lagi untuk membantu siswa.
11. Guru kembali duduk di kursinya dan membuka-buka buku. Suasana kelas ramai. Guru menegur dengan 'Sssssttt....' Dan bertanya 'Have you finished?'. Ada seorang siswa yang duduknya menghadap ke belakang dan ngobrol dengan teman yang duduk di belakangnya. Guru menegur dan memintanya untuk menjawab pertanyaan nomor satu.
12. Siswa menjawab pertanyaan nomor satu. Guru membahas bersama-sama dengan seisi kelas. Pembahasan dilanjutkan ke nomor berikutnya. Guru mengoreksi kesalahan penggunaan what dan how dalam sebuah ekspresi. Suasana kelas gaduh. Kemudian guru menuliskan penjelasannya di whiteboard:
How beautiful dress, it is! → diikuti adjective
What a beautiful dress! → diikuti dengan Noun
13. Pembahasan soal dilanjutkan kembali, begitu seterusnya sampai nomor terakhir.
14. Guru mengulang sekilas tentang complimenting kemudian menuju ke materi berikutnya tentang Congratulating. Guru memberikan penjelasan materi.
15. Tiba-tiba bel sekolah sudah berbunyi. Siswa langsung sibuk dengan persiapan pulang mereka. Kemudian guru menutup pelajaran dengan salam.

Field Note 5

Date : April 29, 2010
Time : 10.15 a.m.
Class : X2
Teacher : Miss Sri Sarjiati

1. Guru dan peneliti memasuki ruang kelas, disusul oleh para siswa. Siswa datang belakangan karena sekolah ini menggunakan system moving class, jadi anak-anak selalu pindah kelas. Whiteboard sangat kotor, penuh tulisan. Guru meminta salah satu siswa membersihkannya terlebih dahulu. Guru mengucapkan salam.
2. Pertemuan kali ini masih meneruskan minggu lalu, famous people. Hari ini sampai ke section 3.
3. Sebelum melanjutkan materi section 3, guru bertanya terlebih dahulu kepada siswa Christiano Ronaldo dan membahas sosoknya. Materi kali ini adalah listening, tetapi berhubung belum mendapatkan rekamannya, guru membacakannya sendiri. Sebelum membacakan teksnya, guru meminta siswa untuk memahami pertanyaan-pertanyaan yang ada dibawahnya dulu.
4. Guru membacakan teks. Siswa mendengarkan. Setelah selesai membaca, guru berkeliling melihat apakah semua sudah mendapatkan jawaban untuk setiap pertanyaan atau belum. Karena sebagian siswa belum mendapatkan semua jawaban, maka guru mengulang bacaan satu kali lagi.
5. Guru membahas pertanyaan secara bersama-sama. Guru membacakan pertanyaannya, sementara siswa menjawabnya secara spontan. Kadang-kadang guru menunjuk satu atau dua siswa untuk menjawab.
6. Guru menunjuk seorang siswa untuk menjawab pertanyaan. Siswa tersebut diam tidak bisa menjawab. Siswa lain membantu menjawab.
7. Guru meminta siswa membuka halaman berikutnya. Guru meminta siswa untuk membuat dialog berpasangan berdasarkan teks yang sudah dibaca sebelumnya.. Guru menjelaskan apa yang harus dikerjakan. Guru membacakan teks sekali lagi.
8. Siswa mulai membuat dialog dengan teman semeja. Guru berkeliling untuk mengecek dan membantu siswa apabila ada kesulitan. Kemudian kembali ke kursinya.
9. Guru meminta siswa mempraktekkan dialog tersebut di depan kelas. Guru menunjuk siswa. Dua pasang siswa sudah maju ke depan. Guru meminta kelompok selanjutnya maju tanpa membawa buku. Guru menunjuk seorang siswa untuk maju ke depan tanpa membawa buku. Akan tetapi siswa tersebut tetap membawa buku. Kemudian pasangan berikutnya maju tanpa membawa buku.
10. Guru memberi PR kepada siswa. Kemudian guru menutup pelajaran dengan salam.

Field Note 6

Date : April 29, 2010
Time : 07.00 a.m.
Class : X3
Teacher : Miss Sri Sarjiati

1. Guru dan peneliti memasuki ruang kelas setelah semua siswa masuk ruangan. Guru mengucapkan salam dan mengabsen.
2. Pertemuan kali ini adalah materi listening. Guru memberitahu siswa bahwa nanti guru akan membacakan teks listeningnya karena beliau belum mendapatkan recording nya. Guru membagi handout untuk masing-masing siswa.
3. Seorang siswa terlambat masuk kelas, mengucapkan salam.
4. Guru menjelaskan tentang isi handout. Guru menjelaskan apa yang harus para siswa kerjakan selama mereka mendengarkan nanti. Guru mulai membacakan teks dengan berdiri di depan tepat di tengah. Siswa mendengarkan. Siswa konsentrasi dalam mengisi check list pada handout. Suasana kelas begitu tenang.
5. Guru mengulang membaca teks nya karena sebagian ada yang belum terisi form nya. Guru membacakannya dengan suara lebih keras dan sedikit lebih pelan.
6. Guru mulai membahas soal bersama-sama dengan siswa. Guru membacakan soal, sementara siswa menjawab secara spontan.
7. Setelah pembahasan pertama selesai, guru beralih ke teks berikutnya. Masih listening. Guru membacakan teks. Semua siswa mendengarkan dengan seksama.
8. Guru melihat ke handout siswa. Guru membacakan teks sekali lagi karena sebagian soal belum terselesaikan. Siswa kembali mendengarkan dengan seksama untuk menyelesaikan yang belum terisi.
9. Guru mulai membahas soal bersama-sama dengan siswa seperti pada teks sebelumnya. Di dalam pembahasan tersebut, guru juga menjelaskan tentang arti dan contoh penggunaan 'used to' dalam kalimat.
10. Guru membacakan teks yang ketiga. Masih berdiri di depan tepat di tengah. Siswa mendengarkan dengan seksama. Kali ini guru hanya satu kali membacakan teks karena semua sudah terisi oleh siswa.
11. Guru mulai membahas lagi soal yang ada. Guru menunjuk beberapa siswa untuk menjawab pertanyaan. Guru juga sempat mengoreksi kesalahan pengucapan sesaat setelah beliau mendengarnya.
12. guru melemparkan pertanyaan ke siswa lain ketika ada jawaban yang salah. Akan tetapi siswa tersebut juga tidak bisa menjawab. Guru memberi penjelasan dengan menuliskan di whiteboard.
13. Guru menanyakan arti kata *surname* kepada siswa. Siswa tidak menjawab. Akhirnya guru menjawab sendiri dan menjelaskan kata *surname* dalam kalimat tersebut. Guru kembali melanjutkan pembahasan.

14. Guru menuju teks berikutnya. Guru membacakannya sebanyak dua kali, sementara siswa mendengarkan dengan seksama.
15. Guru menjelaskan perbandingan antara budaya Indonesia dengan budaya luar dalam hal berpakaian. Lalu dilanjutkan pembahasan soal.
16. Masih ada satu teks listening lagi. Akan tetapi karena siswa terlihat bosan oleh guru, maka guru mengganti aktivitas mereka menjadi materi speaking.
17. Guru menjelaskan tentang materi speaking. Guru mengucapkan ekspresi-ekspresi yang ada di handout dan ditirukan oleh semua siswa.
18. Guru menutup pelajaran dengan salam.

Transcript of Video Recorded

Wednesday, August 18, 2010

At 07.30 a.m.

Class 5A

T : Teacher

S : Student

Ss : Students

(Class 5A students are lining up in front of the classroom before they enter the room)

S : "Hands on dress."

S : "Hand off."

S : "Salute to the teacher. Hap."

S : "Hand off."

T : "One by one. Girls."

(Girls enter the room)

T : "Boys."

(Boys enter the room)

(All students are in the room)

T : "Low your head."

(Students low their head)

T : "Enough. Sit down."

T : "Before we study let's pray together, please."

(Both teacher and students are praying together)

T : "OK. Good morning, students."

Ss : "Good morning, Miss Wulan."

T : "How are you today?"

Ss : "I am well. And you?"

T : "I am very well. Are you fasting today?"

S : "Yes."

T : "Yes. OK. Are you fasting today?"

S : "Yes."

T : "Yes. Are you fasting?"

T : "Are you fasting, Lintang?"

Lintang : "Yes."

T : "O yes. Are you sleepy, Lintang?"

Lintang : "No."

T : "Are you sleepy, Faiz?"

Faiz : "Yes."

T : "Yes. OK. Today is our English test, right?"

S : "No."

T : "No? Miss Wulan belum mengumumkan?"

S : "Belum."

T : "Ooo belum. Alright. Good. I'm sorry because last week is our holiday...was our holiday, ya. So Miss Wulan forget to announce about the English test. OK. It's OK. Any homework?"

S : "No."

T : "Any homework?"

Ss : "No."

S : "Bad stamp."

T : "Bad stamp? Ow...OK for Levin, Arga, Faris....itu nanti silahkan dilaporkan ya. OK, please open your English book now."

(The students are preparing their English book)

T : "OK, Miss Wulan mau refresh dulu. E....What is your name?"

S : "Elma."

T : "Elma, are you fasting today?"

Elma : "Yes."

T : "Yes. What food do you eat? What food do you eat for sahur?"

Elma : "Rice and egg."

T : "Rice and egg. A plate of rice? A plate or a bowl of rice?"

Elma : "A plate."

T : "A plate of rice. Coba Davi, are you fasting today?"

Davi : "Yes."

T : "Did you have sahur?"

Davi : "Yes."

T : "O yes. What food do you eat?"

Davi : "Rice and.."

T : "Rice and?"

Davi : "Rice, noodle, and..."

T : "Rice, noodle, and?"

Davi : "and egg."

T : "And egg. O....so many food. Did you drink milk?"

Davi : "No."

T : "No. e....Fikar. Are you fasting?"

Fikar : "Yes."

T : "Yes."

S : "Valdi, miss."

T : "Oh, Valdi. What food do you eat?"

Valdi : "Fried rice and.."

T : "Fried rice and?"

Valdi : "And chicken."

T : "Oh and chicken. I like chicken. Do you like chicken, Faiz? Eh kok Faiz, Faris."

Fariz : "Yes."

T : "Yes. Are you fasting?"

Faris : "Yes."

T : "Yes. What food did you eat?"

Faris : "Rice and chicken."

T : "Oh, rice and chicken. The students almost eat chicken. Who eats chicken? Raise your hand. Ada Vita and Nadia, oh so many

students. Now next. Faris....Are you sleepy, Faris? Faris, are you sleepy?"

Faris : "Yes."

T : "Wash your face, would you? Wash your face at the toilet. Wash your face....Naaaahh...Faris still sleepy. Are you sleepy? Are you sleepy?"

S : "No."

T : "No. OK, now, what is your name?"

S : "Yusuf."

T : "Yusuf. Are you fasting?"

Yusuf : "Yes."

T : "Yes. Did you pray subuh?"

Yusuf : "Yes."

T : "Oh yes. Alhamdulillah. What food do you eat?"

Yusuf : "Rice and egg."

T : "Rice and egg. Do you like egg?"

Yusuf : "Yes."

T : "OK. Do you like egg?"

S : "No."

T : "Oh, no. he doesn't like egg. So, yusuf, how many...haaaaa...how many egg did you eat? Yusuf, how many egg did you eat? How many? One? Two? Three?"

Yusuf : "One."

T : "One? Only one egg? Or five eggs?"

Ss : "Whooooaaa..."

T : "How many egg did you eat? One?"

Yusuf : "One."

T : "Oh one egg. Yusuf eats one egg. Dou you like candy?"

S : "Yes."

T : "Do you like chocolate?"

S : "yes."

T : "What food do you eat today?"

S : "Rice, noodle.."

T : "Rice, noodle.."

S : "And tempe."

T : "And tempe. Hmmm... I love tempe. Arga. Do you drink milk?"

Arga : "No."

T : "Water? Tea?"

Arga : "Syrup."

T : "Oh syrup. How many glass? How many glass?"

Arga : "One."

T : "One glass. OK. One glass of syrup. And then, Yusuf eats one egg. Not 9k but ek. Repeat after Miss Wulan. Ek."

Ss : "ek."

T : "ek."

Ss : "ek."

T : "E....Riza, what food did you eat today? What food?"

Riza : "Rice and..."

T : "Rice and..."
 Riza : "sardine."
 T : "And?"
 Riza : "Sardine."
 T : "Oh sardine. Fish. Fish?"
 Riza : "Yes."
 T : "How many fish? How many sardine did you eat? One, two, three?"
 Riza : "Two."
 T : "Two. Riza eats two...oh one..one..where is the eraser? Riza eats one sardine."
 S : "two, miss."
 T : "Oh two. Right, Evin, are you fasting today?"
 Evin : "Yes."
 T : "Yes. What food do you eat?"
 Evin : "Fish."
 T : "Oh fish. Haw many fish did you eat?"
 Evin : "One."
 T : "Oh one. Evin eats one fish. So, how many is for asking...ju..mlah. so, Miss Wulan. For example, Miss Wulan has two.."
 S : "pen."
 T : "Two pens. How many pens does Miss Wulan have?"
 Ss : "two."
 T : "Miss Wulan has two pen..s."
 Ss : "Miss Wulan has two pens."
 T : "Repeat after me. Miss Wulan has two pen...s."
 Ss : "Miss Wulan has two pens."
 T : "How many pens do you have? How many pens do you have? How many pens do you have? How many pens do you have?"
 (Miss Wulan is writing on the whiteboard:
 I
 You }
 We }
 They }
 have
 He }
 She }
 Bejo }
 has
 "How many pens do you have?"
 S : "I have three pen."
 T : "Three pen or three pens?"
 S : "Three pens."
 T : "OK, repeat. How many pens do you have?"
 S : "I have three pens."
 T : "OK, count. One..."
 S : "One...two...three."
 T : "Very good. Repeat after Miss Wulan. Cholif.."
 Ss : "Cholif.."

T : "Cholif.."
 Ss : "Cholif.."
 T : "Has.."
 Ss : "has."
 T : "three pens."
 Ss : "three pens."
 T : "I have.."
 Ss : "I have.."
 T : "two pens"
 Ss : "two pens"
 T : "OK, everybody take your pen and say it. From...what is your name?"
 S : "Bella"
 T : "Bella. Bella says I have two pens. Dewa, I have one pen. I have bla bla bla...bla bla bla...OK, one two three."
 S : "I have..."
 T : "Where is your pen? Show. Show it to your friends."
 S : "I have one pen."
 T : "Louder."
 S : "I have one pen."
 S : "Ga bawa."
 T : "Ga bawa. Gimana kalau ga bawa? I don't have pen."
 S : "I don't have pen."
 T : "OK, next. Hallo keep silent. Listen your friend. Anti Miss Wulan ada pertanyaan lho ya, ada berapa pen yang teman kalian punya. Yok."
 S : "I have two pens."
 S : "I have three pens."
 T : "Show. Show."
 S : "I have five pens."
 T : "Oh, she have...she has five pens."
 S : "I have four pens."
 S : "I have four pens."
 T : "Good."
 S : "I have one pen."
 S : "I have two pens."
 S : "I have one pen."
 T : "One pen."
 S : "I have two pens."
 S : "I have four pens."
 T : "Four pens."
 S : "I have three pens."
 T : "Three pens."
 S : "I have one pen."
 T : "One pen."
 S : "I have one pen."
 T : "Good."
 S : "I have three pens."

T : "three pens."
 S : "I have two pens."
 S : "I have four pens."
 T : "Four pens."
 S : "I have one pen."
 T : "One pen."
 S : "I have one pen."
 S : "I have one pen."
 T : "One pen."
 S : "I have five pens."
 T : "Five pens."
 S : "I have four pens."
 T : "Four pens."
 S : "I have one pen."
 T : "One pen."
 S : "I have three pens."
 T : "How many?"
 S : "I have two pens."
 T : "Good. How many pens?"
 S : "I have three pens."
 T : "Three pens."
 S : "I have three pens."
 T : "Oh, she has three pens. OK. Who has five pens? Raise your hand. Who has five pens? OK. Come forward please. Come forward please. Come forward please. Yes, good. Isna and Annisa. Helloo. Annisa, ask how many pens do you have?"
 Annisa : "I have five pens."
 T : "Oh, Annisa..."
 S : "has."
 T : "Has or have?"
 Ss : "has."
 T : "OK. Repeat after Miss Wulan. Annisa has five pens."
 Ss : "Annisa has five pens."
 T : "How many pens do you have, Isna?"
 Isna : "I have five pens."
 T : "Isna has five pens."
 Ss : "Isna has five pens."
 T : "Now, they are.."
 Ss : "They are.."
 T : "They have five pens."
 Ss : "They have five pens."
 T : "Annisa, count. One.."
 Annisa : "One two three four five."
 T : "Good. Isna, count."
 Isna : "One two three four five."
 T : "OK. So, Annisa and Isna have....ten...ten...pens. OK thank you very much. OK, who has four pens? One two three four five. OK. Davi, Arga, Dita, and Evin, and Fai has....has or have?"

S : "has."

S : "Have."

T : "Have. Kalau lebih dari satu dinamakan apa nak? Bias sikatakan ke mereka. Kalau lebih dari satu misalnya Upin, Ipin, Mei-Mei...."

Ss : "Hehehe..."

T : "Ini masuk ke kelompok...have. kalau murid-murid or students menggunakan has atau have ya?"

Ss : "Have."

T : "OK. Good. Kalau lebih dari satu masuk ke have. Again. How many books do you have?"

S : "I have three books."

T : "Very good. Now, Miss Wulan pengen memanggil one...o..two students. E.. this is eighteen. Siapa yang mempunyai absen eighteen?"

Ss : "Wolulas. Wolulas sopo?"

T : "Ow yaaa...Now, please stand up. Please stand up. OK. Who is your partner? Faiz or...partner mu siapa? Who is your partner?"

S : "Fira."

T : "OK, Fira. Stand up please. Keep silent. Yok. Asking about how many book. Like this, for example: Miss Wulan meet Jihan. Jihan, stand up Jihan. Jihan, how many book do you have?"

Jihan : "I have thirteen books."

T : "And then, Miss Wulan report to misalnya she is a teacher. Teacher, she has thirteen books. Nanti lapor sama Miss Wulan. She boleh atau Jihan juga boleh. Ulangi lagi. Jihan, how many books do you have?"

Jihan : "I have thirteen books."

T : "Jihan has thirty books."

S : "Thirteen."

T : "Oh thirteen. Thirteen books. Alright. Jihan has thirteen books. Yok, mulai."

S : "How many book do you have?"

Fira : "I have fifteen books."

T : "Kamu laporkan Miss Wulan. Safira...has..."

S : "Fifteen."

T : "Fifteen books. Very good. Sekarang tu bulan agustus. Agustus tu angkanya delapan. Eight. Who is number eight?:

(A student raise his hand)

T : "Oh, stand up please. O mau sama Faris. Ya ya ya. OK. Louder, please."

S : "Faris, ho mony...."

Ss : "ho mony hahahahaa....."

S : "How many book do you have?"

Faris : "I have tin books."

T : "I have.."

Faris : "I have tin books."

T : "ten books. Report to Miss Wulan."

S : "Faris..."

Ss : "has. Has. Has."
 S : "Faris has ten books."
 T : "Oh.. Faris has ten books."
 (A student makes noise)
 T : "How many books does Faris have?"
 S : "Ten."
 T : "Ten books. Very good. Sekarang 2010, dua puluh sepuluh, satu kosong. Alright, twenty. Who is twenty?"
 Ss : "Hihihiii, Lintang."
 T : "Lintang, stand up please. Who is your partner?"
 (Lintang points one friend)
 T : "OK, stand up please. Ask."
 Lintang : "How many book do you have?"
 S : "I have twelve book."
 T : "Report to Miss Wulan."
 Lintang : "Miss.."
 T : "Yes."
 Lintang : "Rivaldy has twelve books."
 T : "OK. Rivaldy has twelve books. Last, absent ten."
 Ss : "Faiz."
 T : "Yo, Faiz, who is your partner?"
 S : "No."
 T : "Nothing? Miss Wulan. Yo."
 Faiz : "How many book do you have?"
 Ms. Wulan : "Oh Faiz, I have three books."
 T : "Report to your friend. Report to your friend."
 Faiz : "Miss Wulan"
 Ss : "Has."
 Faiz : "has three books."
 T : "OK. Thank you, Faiz. Nah, seperti itu. Now, tugasnya is find...find ten students...ten friends and then you report in your book. For example like this,...reporter critanya ya...what is your name?"
 S : "Cholif."
 T : "Cholif. How many book do you have?"
 Cholif : "I have thirteen books."
 T : "Oh....Cholif has thirteen books. Lagi. What is your name?"
 S : "Jihan."
 T : "How many pen do you have?"
 Jihan : "I have three pens."
 T : "Three pens. Seperti itu. Formatnya akan Miss Wulan tulis in the whiteboard. Yang asking tidak memakai English, silahkan keep silent. Ya, OK?"
 Ss : "OK."
 T : "Ya.. Formatnya seperti ini silahkan ditulis dibuku kalian. Ini boleh ditulis dulu ya, nak."
 S : "Pakai pen,miss? Miss?"
 T : "Yes."

S : "Miss, boleh pakai pen?"
T : "Pen? OK."
S : "Kalau pencil?"
T : "OK."

(The teacher is writing the format of survey game)

No	Name	Things	Report

T : "Hallo, for example, Miss Wulan ask Cholif. Miss Wulan yang ditanyakan book nya. How many book do you have? Oh, Cholif has thirteen books. Kemudian yang mau Miss Wulan Tanya yang kedua itu sama Si Dita. Dita, how many pen do you have?"

Dita : "Four."

T : "Four pens. Dita has four pens. Do you understand?"

Ss : "Yes."

T : "Yes. Up to ten. Who can get ten, you will get one stamp. OK?"

Ss : "OK."

S : "Sampai berapa, miss?"

T : "Ten."

S : "Miss, yang things?"

T : "Things itu yang mau kamu tanyain."

S : "Bebas?"

T : "Yes. You can ask about book, pen, bag, ya, pencil, eraser. How many komix book do you have at home? For example. Ten friends. For example, Arga ask Faiz, Arga and Davi, Arga Isna, One two three four five six seven, eight nine, ten. Ga usah jauh-jauh. OK, you can start now. Ten minutes to go. "

S : "Miss.."

T : "OH, kenapa? Sakit..."

S : "Kenapa e?"

T : "Sesak nafas? Ada yang bawa minyak gak? Bentar-bentar.

(The teacher is taking care of a student who get croup for a while)

T : "In five minutes. Four minutes to go."

S : "How many book do you have?"

S : "How many pen do you have?"

S : "How many book do you have?"

S : "One book."

(The students are busy to do the game, they are mostly in English)

T : "Three minutes."

Ss : "Haaaah??"

(The class is noiser)

T : "In English. In English."

T : "Are you finished? Two minutes to go."

S : "How many.."

T : "How many bla bla bla do you have?"

T : "One minute to go."

(Some students who have finished get stamp from Miss Wulan)

T : "Ten seconds. One.....two....."

(Many students collect their books in a hurry)

T : "Three..... four..... five.... (The class is very noisy)six..... seven... eight.....nine.....ten..... Finished. Ten...."

Ss : "Yaaaaa...."

(few students who have not finished yet cannot collect their book)

T : "Close your book. Close your book. Halloo...So, hariini kita sudah belajar apa, nak? Pelajarannya tenang apa? How...How many...OK, attention. Keep silent. Hands on table. Hands on table."

Ss : "Hands on table."

T : "For next week is our English test. The material about food and drink. OK, study hard. And, after we study let say hamdallah together."

T&Ss : "Alhamdulillahirobil'amin."

T : "Wassalamu'alaikum Wr. Wb."

Ss : "Wa'alaikimussalam Wr. Wb."

T : "Good afternoon, students."

T : "Oh, good morning, students."

Ss : "Good morning, Miss Wulan."

Transcript of Video Recorded

Monday, August 2nd, 2010

At 07.35 a.m.

Class 5B

T : Teacher

S : Student

Ss : Students

T : "Good morning, students."

Ss : "Good morning, Miss Wulan."

T : "How are you today?"

Ss : "I am very well. And you?"

T : "I am well. Did you have breakfast today? Did you have breakfast today?"

Ss : "Yes."

T : "Iqbal, did you have breakfast today? Eh...kok Iqbal..e..Ilham, did you have breakfast today?"

Ilham : "Yes."

T : "Did you have breakfast today?"

S : "Yes."

T : "Davva, did you have breakfast today?"

Davva : "Yes."

T : "OK. Who hasn't breakfast today? Who has not breakfast today?"

(Some students raise their hands)

T : "One two three four five six seven eight nine ten. Ten students did not have breakfast. Ilham, what food did you eat? For breakfast. What food?"

Ilham : "Fried rice."

T : "Fried rice. Mbak, what is your name?"

S : "Tiara."

T : "Tiara, what food did you eat today?"

Tiara : "Meatball."

T : "Meatball? Breakfast with meatball? Alright. What food did you eat?"

S : "Fried egg."

T : "egg..."

S : "Fried egg."

T : "Oh fried egg. Only fried egg? With rice or not?"

S : "Yes."

T : "Yes. What food did you eat?"

S : "Ayam."

Ss : "Hehehee."

T : "What is ayam?"

Ss : "Chicken"

T : "Chicken. What chicken?"

S : "Fried chicken."
 T : "Fried chicken. Alright. What food do you eat?"
 S : "Chicken."
 T : "Chicken. What food did you eat? Ha? Noodle?"
 S : "Yes."
 T : "Fried noodle? Fried noodle?"
 S : "Yes."
 T : "yes. How does the taste? Is it hot? Atau or it's delicious. Or it is salty? Oh, how does the egg taste? Is it delicious?"
 S : "Yes."
 T : "Yes. Do you like fried egg?"
 S : "Yes."
 T : "Alright. And, Oik likes fried egg. Oik likes fried egg. Repeat after Miss Wulan."
 Ss : "Oik likes fried egg."
 T : "Tiara likes meatball. Repeat after Miss Wulan."
 Ss : "Tiara likes meatball."
 T : "Very good. We will study about...kira-kira tadi Miss Wulan berbicara tentang apa sih?"
 S : "Food and drink."
 T : "Food and drink. Coba, dari depan, what food do you like? I like bla bla bla..."
 T : "Louder...yes..."
 S : "I like chicken."
 S : "I like pizza."
 T : "Pizza"
 S : "I like meatball."
 T : "Alright, meatball."
 S : "I like fried chicken."
 T : "I like fried chicken."
 S : "I like pizza."
 T : "Pizza"
 S : "I like noodle."
 T : "I like noodle."
 S : "I like fried rice."
 T : "Fried rice."
 S : "I like satai."
 T : "Satai. Satai. It turns on... What drink do you like?"
 S : "I like coke."
 T : "Oh coke...very good. Repeat after Miss Wulan, Coke."
 Ss : "kuk."
 T : "Bukan kuk, coke."
 Ss : "Coke"
 T : "I like coke."
 Ss : "I like coke."
 (The teacher is writing cook and coke on the whiteboard)
 T : "Repeat after Miss Wulan. Cook /kʊk/."
 Ss : "/kʊk/"

T : "/kʊk/"
 Ss : "/kʊk/"
 T : "Miss Wulan is cooking. Cook /kʊk/"
 Ss : "/kʊk/"
 T : "coke /kəʊk/"
 Ss : "coke /kəʊk/"
 T : "coke /kəʊk/"
 T : "Apa contohnya coke ini?"
 S : "fanta."
 T : "fanta, sprite, coca-cola, etc. Then, Rama, what drink do you like?"
 Rama : "I like ice tea."
 T : "I like ice tea. Rama likes ice tea. Do you like ice tea?"
 S : "Yes."
 T : "Do you like ice tea?"
 S : "Yes."
 T : "Yes. Do you like ice tea?"
 S : "Yes."
 T : "Do you like ice tea?"
 S : "Yes."
 T : "Do you like ice tea?"
 S : "Yes."
 T : "Do you like ice tea?"
 S : "No."
 T : "Orange juice?"
 S : "Yes."
 T : "Do you like banana juice?"
 Ss : "Hahahaha."
 T : "No? No. He doesn't like banana juice. Ga ada ya? Naaaahhh...Coba, Miss Wulan mau nanya lagi sama Davva. Davva, do you like fried chicken?"
 Davva : "Yes."
 T : "Yes. Fried chicken nya itu...sepanci?"
 S : "No."
 T : "No. Segelas? A glass of.....apa tadi....a glass of...fried chicken?"
 Davva : "No."
 T : "Naaa....apakah a plate of fried chicken?"
 Ss : "yes."
 T : "Kita bisa katakan...(is writing on the whiteboard) a plate of fried chicken. Repeat after Miss Wulan. A plate of fried chicken."
 Ss : "A plate of fried chicken."
 T : "Again. A plate of fried chicken."
 Ss : "A plate of fried chicken."
 T : "Boys. Boys, one two three."
 Boys : "A plate of fried chicken."
 T : "Girls."
 Girls : "A plate of fried chicken."
 T : "Sekarang kalau kita mau pizza....bla bla bla of pizza."

S : "Sepotong."
 T : "Yes. What is in English? Bla bla bla of pizza"
 Ss : "A slice."
 T : "Very good. A slice...e...what is slice?"
 S : "Sepotong"
 T : "Yes"
 S : "Miss, PR nya?"
 T : "Oh, do you have homework?"
 Ss : "Yes."
 T : "OK, nanti kita cocokkan homework nya. Sekarang ini dulu. Sekarang kalau bla bla bla....bla bla bla of coffee."
 S : "A glass."
 T : "A glass of coffee. Boleh."
 S : "A cup of coffee."
 T : "A cup of coffee. Kalau bla bla bla.... I like bla bla bla of chocolate."
 S : "a..."
 S : "A bar."
 T : "A bar of chocolate. Very good. Davva, again. Bla bla bla boiled noodle..."
 S : "Bu..."
 T : "Yes."
 S : "A bowl."
 T : "A bowl. Itu nyontek ya? No."
 Ss : "Heheheee."
 T : "Bla bla bla milk."
 S : "A cup."
 T : "A cup. Boleh. Bla bla bla soft drink."
 S : "a bottle."
 T : "a bottle. OK, very good. Now, let's open page....the homework page berapa? OK. Repeat after Miss Wulan. I am hungry."
 Ss : "I am hungry."
 T : "Do you mind if I have the pizza now?"
 Ss : "Do you mind of..."
 T : "OK. Do you mind..."
 Ss : "Do you mind..."
 T : "If I have the pizza now?"
 Ss : "If I have the pizza now?"
 T : "I am hungry. I am hungry. What is hungry?"
 Ss : "Saya lapar."
 T : "Pizza....hmmmm...Safa, this is your pizza?"
 Safa : "Yes."
 T : "Oh yes. Hmmmm...do you mind if I have the pizza now?"
 Safa : "Yes."
 T : "O ternyata Safa baik hati. Safa, is it your orange?"
 Safa : "Yes"
 T : "Do you mind...oh, I am thirsty. Do you mind if I have the water now?"

Safa : "Yes."
 T : "Yes. Thank you. Please repeat after Miss Wulan. Not at all."
 Ss : "Not at all."
 T : "Repeat after me. Not at all."
 Ss : "Not at all."
 T : "OK. I am hungry."
 Ss : "I am hungry."
 T : "Do you mind if I have the pizza now?"
 Ss : "Do you mind if I have the pizza now?"
 T : "Not at all."
 Ss : "Not at all."
 T : "Not at all."
 Ss : "Not at all."
 T : "What is your name? What is your name?"
 S : "Ariska."
 T : "Ariska. I am very very very thirsty. Do you mind if I have your green tea, please?"
 Ariska : "E...."
 T : "Not at all."
 Ariska : "Not at all."
 T : "Not at all itu bukannya tidak boleh tetapi malah memperbolehkan. Silahkan. Ulangi. Tiara, I am very thirsty. Do you mind if I have your green tea, please?"
 Tiara : "Not at all."
 T : "Thank you. I have the water now. Ibit. Ahhh....I saw you at Carrefour last night, yes?"
 Ibit : "Yes."
 Ss : "Hahahaha."
 T : "Ibit and his family going to amplaz last night. Miss Wulan met Ibit at amplaz, yes?"
 Ibit : "Yes."
 T : "What did you buy?"
 S : "Timezone."
 T : "Oh, at time zone?"
 Ss : "Hahahaaa."
 T : "Ha...Davva itu. What did you buy? Did you eat last night?"
 Ibit : "Yes."
 T : "What food did you eat last night? What food did you eat last night?"
 Ibit : "Pizza."
 T : "Oh Pizza....Hmmm.... Pada suka pizza ya....Do you like pizza?"
 Ibit : "Yes."
 T : "Hm...Makanya he is very...."
 S : "big."
 T : "No."
 Ss : "Hahahaaa."
 T : "He is very fat. Do you like pizza?"
 S : "Yes."

T : "Yes. Pantasan dia very...fat. Do you like ketela?"
 S : "No."
 T : "Oh no. Soalnya kalau dia suka pizza. Dia harus bias berbahasa Inggris yang bagus. Ibit..I am thirsty. Do you mind if I have your water?"
 Ibit : "No...."
 T : "Not....at....all.."
 T : "Thank you. E.... do you mind if I have the water now?"
 S : "Not at all."
 T : "Thank you. Safa... safa... Do you mind if I have your orange now?"
 Safa : "Not at all."
 T : "Not at all. The drink is Miss Wulan's."
 Ss : "Hahahahaaa."
 T : "Thank you everybody. Second, I am thirsty."
 Ss : "I am thirsty."
 T : "Do you mind if I have the milk now?"
 Ss : "Do you mind if I have the milk now?"
 T : "Please do."
 Ss : "Please do."
 T : "Thank you."
 Ss : "Thank you."
 T : "Jadi... ada dua macam. Ada not at all, ada please do. Anak-anak boleh memilih, ya. Coba...What is your name?"
 S : "Avi"
 T : "Avi. Avi, I am thirsty. Do you mind if I have your fresh tea green now?"
 Avi : "Please do."
 T : "Oh, please do...please do. Thank you.... You are welcome. Sekarang, siapa yang mau mempraktekkan in front of the class? Raise your hand. I will give you stamp. I will give you stamp. I will give you stamp, please come forward. Two students. Come forward. Yes. Syaif and...."
 Syaif : "Apalka."
 T : "And Apalka. You have the drink, and....you ask the drink...OK, nanti kita kumpulkan stamp nya. OK. One two three."
 Apalka : "Boleh bawa buku ga Miss?"
 T : "Book? OK."
 Apalka : "I am thirsty. Do you mind if I have the orange now?"
 Syaif : "Not.... Not at all /al/"
 T : "all /al/"
 Syaif : "all /al/"
 Apalka : "Thank you."
 T : "Thank you. Bisa ga bawa ini. Without the book. And now, you yang ask. And you have the orange...and you ask for the orange water. C'mpn."
 Syaif : "I am thirsty. Have you mind...."
 T : "if.."

Syaif : "Orange.."
 T : "If I have.."
 Syaif : "If I have the orange juice?"
 Apalka : "Not at all."
 Syaif : "Thank you."
 T : "Very good. Clap your hand."
 (The students clap their hands)
 T : "One stamp Apalka and Syaif. Once more. The girl. Now about food. I have the.... This is called apem. Do you know apem?"
 Ss : "yes."
 T : "Yes. This is Apem. C'mon."
 S1 : "I am hungry."
 T : "Very good."
 S1 : "Do you mind..."
 T : "If...I.."
 S1 : "If I have the Apem?"
 S2 : "Not.....not at all."
 S1 : "Thank you."
 T : "OK, gentian sekarang."
 S2 : "Do you mnind if I have...."
 T : "Thirsty or hungry?"
 S2 : "I am hungry. Do you mind if I have the Apem?"
 S1 : "E...."
 T : "Please do...please do..."
 S1 : "Please do."
 S2 : "Thank you."
 T : "Thank you. One stamp for them. Do you want some?"
 (some students raise their hands)
 T : "OK, syaif... Do you want some?.....OK. Tapi nati pas take a rest. Alright, let's open the next page. Page fifty. Fifty."
 S : "Fifty."
 T : "Nah, page fifty, let's practice. Repeat after Miss Wulan. Cook /kʊk/"
 Ss : "cook /kʊk/"
 T : "coke /kəʊk/"
 Ss : "coke /kəʊk/"
 T : "Cook /kʊk/"
 Ss : "Cook /kʊk/"
 T : "Cook /kʊk/"
 Ss : "Cook /kʊk/"
 T : "Cook /kʊk/"
 Ss : "Cook /kʊk/"
 T : "Cook /kʊk/"
 Ss : "Cook /kʊk/"
 T : "Kok jadi chicken semuanya. Coke /kəʊk/"
 Ss : "Coke /kəʊk/"

T : "I like coke."
 Ss : "I like coke."
 T : "Very good."
 T : "water"
 Ss : "water"
 T : "water"
 Ss : "water"
 T : "fried rice"
 Ss : "fried rice"
 T : "orange juice"
 Ss : "orange juice"
 T : "orange juice"
 Ss : "orange juice"
 T : "salad"
 Ss : "salad"
 T : "Do you know salad?"
 Ss : "yes"
 T : "What you need? There is a mushroom, yes?"
 S : "yes."
 T : "Mushroom. E.... what is it? Yes, it is mushroom. Mario Bross
 likes mushroom. Yes. Noodles."
 Ss : "Noodle."
 T : "Noodle."
 Ss : "Noodle."
 T : Nah, sekarang anak-anak sendiri. All of you, noe two three..
 Ss : "Noodles."
 T : "Oh....from coke. One two three."
 Ss : "coke /kəʊk/"
 S : "/kok/"
 T : "Oh no no no. kok. What is cock /kok/? What is cock? (is writing
 on the whiteboard) Repeat after Miss Wulan. Cook."
 Ss : "cook"
 T : "coke"
 Ss : "coke"
 T : "cock"
 Ss : "cock"
 T : "Do you know cock is? (the teacher is imitating sounds of cock)"
 Ss : "hahahaaaa..."
 T : "Yes....chicken...boy...chicken boy...no no no chicken boy.
 Ayam jantan ya. Repeat after Miss Wulan. Coke."
 Ss : "coke."
 T : "cock"
 Ss : "cock"
 T : "Do you know shuttlecock? Yes?"
 Ss : "yes."
 T : "yes. Cock."
 Ss : "cock"
 T : "Coke"

Ss : "Coke"
 T : "cook"
 Ss : "cook"
 S : "cook. Coke. Cock."
 T : "from coke, yo...one two three four..."
 Ss : "coke. Water. Fried rice. Orange juice. Salad. Noodles..
 T : "Nah, sekarang anak-anak tugasnya..make the dialog in page fourty nine. Make the dialog with your friends using this. For example, number one. It is food or drink?"
 Ss : "Drink."
 T : "drink. I am thirsty. Do you mind if I have the coke now? Not at all. Not at all. Thanks. Bla bla bla and bla bla bla. You can make it on your book, now. OK. Nanti Miss Wulan akan correct your homework. Sekarang kalian mengerjakan ini dulu."

(The teacher is walking around checking the students' homework)

T : "Putri Nurul Afifah...English please"
 T : "Putri Nurul Sabella..."
 S : "Miss, what is Salad?"
 T : "Salad...is a group of fruits just slice. For example, salad, fruit salad. fruit salad is a fruit which is cut. Do you know cut? Jadi kecil-kecil. For example, strawberry, slice. Terus kalau yang on the book, this is a vegetable salad. Do you vegetable? What is vegetable?"
 S : "Sayuran"
 T : "Yes. It is a mushroom, there is a lettuce. Do you know lettuce? Selada. Ada lettuce, ada mushroom, ada cucumber, timun, nah itu diaduk...give...mayonnaise. Do you know mayonnaise? Mayonnaise is like a sauce, white sauce. Kayak yang di burger. Yang white. Yang white. Terus dicampur. Di mix, and then, become salad, yes? Next time we will make a salad or something in this class, OK? Kita akan praktek how o make salad atau how to make burger. Besok kapan-kapan?"

S : "Di pizza, Miss?"
 T : "Oh not at pizza, not at pizza but in this clas, ya? Putri Nurul Afifah..."
 Putri : "Ninety."
 T : "Ninety... Isabella.."
 Bella : "Ninety."
 T : "Syarifa."
 Syarifa : "Seratus kurang."
 T : "What? One hundred. Ahmad. Ahmad ninety. Apalka.etc. Yang sudah selesai maju kedepan for getting the stamp."

(The students make a line next to the teaxher's desk to get the stamp)

S : "Dibiji? Dibiji po? Di biji saiki o?"
 T : "Iya, saiki."
 S : "Ora, sesuk."
 T : "Who not yet finished?"
 S : "Yes"

T : "Who is not yet finished? One....two....three. OK You can close your book. You can close your book. You can close your English book and keep on your bag."

S : "Masukkan tas?"

T : "Yes. OK, anak-anak masih ingat gak. Ilham....o no no not Ilham. Abi, Do you mind if I have your pen now?"

Abi : "Please do."

T : "Please do, thank you. Buat nilai. Hey, what is your name?"

S : "Akbar."

T : "Akbar, do you mind if I have your pin? Do you mind if I have your pin?"

Akbar : "Not at all."

T : "Not at all. Thank you. Wah lumayan. OK, after we study, let say hamdallah together."

T&Ss : "Alhamdulillahirobil'amin."

T : "Wassalamu'alaikum Wr. Wb."

Ss : "Wa'alaikumussalam Wr. Wb."

T : "See you next week."

Ss : "See you."

Transcript of Video Recorded

Monday, August 30, 2010

At 10.45 a.m.

Class 8I

T : Teacher
S : Student
Ss : Students

(One of the students lead the opening prayer)

Ss : "Morning, mom."
T : "Morning. Assalamu'alaikum Wr. Wb."
Ss : "Wa'alaikumussalam Wr. Wb."
T : "OK, you have homework, right?"
Ss : "Yes."
T : "Ya. Have you finished?"
S : "Not yet."
T : "Not yet. Ya, untuk sebelumnya, yang kemarin...page thirty three. (The teacher writes something on the whiteboard) OK, we are...Sssshhhh. We are going to talk about leaflets in page thirty three. OK, pay attention in the leaflets and listen to teacher ya....**Wild Life Nature park**. Ticket....*twelve thousand for adult and six thousand rupiahs for child. Opening hours nine a.m. until five p.m. Monday until Sunday. Features: Nature talks, jungle trekking, nature quiz, and free bookmarks.* This is the first leaflet. The second leaflet: **Wonderland Theme Park**. Ticket...*twenty five for adult and fifteen thousand rupiahs for child. Opening hours: ten a.m. until eight p.m. Saturday until Sunday only. Features: Roller Coaster rides, water games, show house, free burger.* Do you understand the text?"
S : "Yes"
T : "Ya....Wildlife park. What is wildlife park? Taman...."
S : "Bermain."
T : "Taman bermain? Wildlife....kehidupan liar ya...."
Ss : "Hahahahaaa."
T : "Suaka Marga satwa. OK. For the ticket, ya. Features itu kira-kira apa? Features? Features. Kira-kira apa features? Tiketnya dua belas sama enam...ribu. Opening hours.."
S : "Buka."
T : "Bukanya jam.....sembilan sampai jam...."
S : "Lima."
T : "Dari...hari Senin sampai hari..."
Ss : "Minggu."
T : "Minggu. Features...features ini kira-kira apa? Ada nature talks, jungle trekking."
S : "Fasilitas."
T : "Fasilitas. Ada nature quia, ada free bookmarks. Apa itu kira-kira? Program-program nya ya, program-program yang ada pada taman marga satwa. Kemudian pada wonderland theme park, ada roller coaster rides, water games, permainan,....air, show house, free burger, ya. We go to practice twelve. Page thirty four. Practice twelve. Listen again and fill in the blank below, ya....thirty four, page thirty four. Fill in the blank ya...OK Mbak Zulfa...Ticket for adult in Wonderland theme Park, how much is it?"
Zulfa : "Twenty five thousand."
T : "Twenty five...."
Zulfa : "Twenty five thousand rupiahs."
T : "Twenty five thousand rupiahs. OK, number second, the ticket for children in Wildlife Nature Park. Liana..."
Liana : "Enam ribu."

T : "Enam ribu tu Bahasa Inggrisnya?"
 Liana : "Six thousands rupiahs."
 T : "Six thousands rupiahs. And opening hours for Wonderland Theme Park..."
 S : "Opening hours."
 T : "Opening hours, ya, mulai buka jam berapa?"
 S : "Nine."
 T : "Nine?"
 S : "Nine a.m."
 T : "Nine a.m. Good. And closing hours...closing hours....in Wildlife Nature? Wahyu...."
 Wahyu : "Five p.m."
 T : "Five....p.m. then open on in Wonderland Theme Park...Open on? Wonderland Theme Park open on...."
 S : "Saturday.."
 T : "Saturday until.....two days..."
 S : "Sunday."
 T : "And Sunday. That's all about leaflets, any questions? OK, what is the purpose of leaflet? The communicative function... Damas, kira-kira apa? The communicative function or the purpose of the leaflet. (The teacher writes on the whiteboard). Damas? Kalau announcement to announce something, untuk memberikan pengumuman. Apa yang kamu dapatkan dari leaflet. What do you get from the leaflet?"
 S : "Information"
 T : "Information. So,...Misalnya kalian punya acara, terus kalian membuat leaflet itu untuk apa?"
 S : "Ben kowe ngerti."
 T : "Ya, ben kowe ngerti ki Bahasa Inggris opo? To give..."
 S : "information."
 T : "To give information. Ya. The content of the leaflet, what are they? The content of leaflet. Hafis...Isinya tentang apa saja? Dari tadi yang kita baca.."
 Hafis : "Harga tiket."
 T : "Harga tiket itu Bahasa Inggrisnya apa? The ticket price, what else?"
 S : "Opening hours."
 T : "Opening hours. The time ya....and....apa lagi? Ini ada opening hours ada closing hours."
 S : "Features."
 T : "The day...and then...the features or the program. Then we go to...Sssshhhh, any question about the leaflets? Do you have any question?"
 S : "Not yet."
 T : "Not yet? Yes. Daffa, Trip to Puncak, page...thirty seven. Please open page thirty seven. Yaa....Note about trip to puncak. Read it, Daffa."
 Daffa : "*Trip to Puncak. Cost per student including transportation, food and lodging: three thousand...*"
 T : "Three?"
 Daffa : "Three thousand.."
 T : "Three thousand? Tiga ribu?"
 Ss : "Haha..."
 Daffa : "Three hundred.."
 T : "Three hundred..."
 Daffa : "Three hundred thousand rupiahs."
 T : "Sssshhhhhh..."
 Daffa : "*Length of stay: three days and two nights. Place to stay: Jasmine Chalet. Those who wish to go please submit your details and pay the fee to Mr. Hilman.*"
 T : "OK, any difficult words from this note? Difficult words...What is the meaning of cost?...cost...Yaa, what is the meaning of cost? Apa?"
 S : "Harga."
 T : "Harga. Atau biaya. OK. Biaya per anak...including transportation and lodging. Including? OK, including...apa artinya? Kira-kira apa?"

S : "Arah perjalanan."
T : "Arah perjalanan? Ee...biaya per anak...including transportation, food and lodging. Biaya per anak...meliputi....hee apa?"
S : "Makanan."
T : "Apa? Transportasi, makanan, dan...lodging? Apa artinya....itu kan di bawahnya ada length of stay..length of stay kira-kira apa?"
S : "Lamanya."
T : "Lama....tinggalnya di sana berapa...tiga hari dua malam. Lha berarti lodging di sini apa?"
S : "Menginap."
T : "Ya. Kurang lebih artinya...penginapan. Transportasi, makanan, dan penginapan. Ya...tinggalnya..lamanya tinggal itu dua malam. And then, place to stay...."
S : "Tempatnya."
T : "Iya, tempatnya...di Jasmine Chalet. And those who wish to go...please submit your details. Wish...wish...wish apa wish? Those who wish to go..ayo...those who wish to go...apa itu artinya? Apa maksudnya? Yang ingin,,yang berharap ingin ikut, atau pergi, please submit your details. Please sbmit...submit..."
S : "Hubungi."
T : "Hubungi? No...Open your dictionary. Punya kamus gak? Submit...ada yang punya kamus gak?"
S : "Menyerah."
T : "Menyerah? Menyerahkan. Ya, silahkan mn=enyerahkan your details...informasi detail kalian..pada...and pay the fee to Mr. Hilman. Pay the fee."
S : "Dan bayarlah."
T : "Ya, dan bayarlah biayanya kepada Mr. Hilman. Nah, Iska..."
Ss : "Heheh.."
T : "What is the purpose of this notice? The purpose of this notice...tujuannya untuk apa?"
Iska : "Memberitahu."
T : "Yaa, in English, say in English Iska."
Iska : "Give information."
T : "To give information about....about....going to Puncak. And how much is a student charged for the trip? How much is a student charged for the trip?...charge itu apa?"
S : "Nga cas."
T : "Hmm, nge cas. OK, what is *how much*?"
S : "berapa..."
T : "Berapa banyak...berapa banyak, berarti...di sini yang menyatakan jumlah itu opo?"
S : "Uang"
T : "Uang, berapa? Charge bias diartikan dengan cost. Berarti....apa? di situ tadi ada kok..."
S : "fee [ve]"
T : "ve apa vi? Fee [vi] ya....so, How much is a student charged for the trip? Galih...How much is it?"
Galih : "three..."
T : "Three hundred thousand rupiahs. Is it right? Is it right?"
Ss : "Yes."
T : "Yes. Good. And, next, where will the students stay? Where? Where will the students stay?"
S : "At Jasmine Chalet."
S : "At Jasmine Chalet."
T : "At Jasmine Chalet. Nama apa itu kira-kira?...Nama penginapan. OK, we go to...tiga sembla. Ya, tiga Sembilan. Grand Omega Hotel. Mbak siapa? Fika? Please read the advertisement page thirty ine. Just the advertisement. What is advertisement? What is advertisement?"
S : "Iklan."
T : "Iklan. Iklannya aja."

Fika : *"Come to our hotel. Grand Omega 'Hospitality is Our Trademark' with fine facilities: one hundred rooms, restaurant, sport facilities, coffee shop, karaoke room."*

T : *"OK. Thank you. Come to our hotel Grand Omega 'Hospitality is Our Trademark' with fine facilities: one hundred rooms, restaurant, sport facilities, coffee shop, and karaoke room. What is the meaning of hospitality? Hospitality. Hospitality."*

S : "Rumah sakit."

T : "apa?..."

S : "Rumah sakit."

T : "Ou, kalau hospital rumah sakit. Kalau hospitality? Beda..."

S : "Keramahtamahan."

T : "keramahtamahan adalah our trademark. Keramahtamahan adalah...apa? Trademark itu apa? Apa hayo trademark? Find in your dictionary, trademark apa artinya? Ya bias diartikan keramahtamahan adalah cirri khas kami. Po...motto kami juga bias, ya...Nia...ya,...what is the name of the hotel, Nia? What is the name of the hotel?"

Nia : "Grand Omega."

T : "Grand Omega. Ya...Grand omega. Nia, How many facilities do you find in the hotel?"

Nia : "Five."

T : "Five...facilities...OK, this text is a kind of...apa? Mbak Nia?"

Nia : "Advertisement."

T : "Advertisement. And the purpose of an advertisement is...hayo...beberapa hari yang lalu kita sudah belajar itu...advertisement tujuannya untuk apa?"

S : "Ngundang."

T : "Ayo, advertisement. Shinta? Mbak Shinta, what is the purpose of advertisement? Kalau bingung, diperiksa lagi, LKS nya kan ada."

S : "To pursue people with their offer."

T : "To pursue people with their offer. Sssssshhh, Rian. Untuk membujuk orang dengan penawaran mereka. Atau dengan kata lain adalah to...advertise something. OK. Please read the text Grand Omega. Sheila, please read the text. Until the second paragraph. OK, the other please listen."

Sheila : *"There is a new hotel in my city. It is a four star hotel. It is located downtown. The hotel is not very big but the architecture is very beautiful. It looks like a classic castle in Europe. According to the brochure, it has 100 rooms, a fancy restaurant, complete sports facilities including a swimming pool, tennis court, gym and sauna, there are also a coffee shop and a karaoke room."*

T : "You please, continue the next paragraph."

S : "The pictures of the rooms in the brochure are very nice. The rooms look very comfortable. It they contain a big spring bed with big pillows, a nice sofa, a wardrobe and a television system with programmes from all over the world. The bathroom is very beautiful although it is not very big. It has a bath tub with hot and cold water so guests can bath in it comfortably. The brochure says 'Hospitality is Our Trademark'. The staff of that hotel, from the receptionists, house keepers, and bellboys are trained to be polite and to help guests in any way they can. "

T : "OK. Any difficult word from this text? Any difficult words?"

S : "brochure?"

S : "Brosur."

T : "Brosur. Ada yang tahu bedanya brosur sama iklan? Tahu? Apa? Raka....Raka....Apa bedanya iklan sama brosur?...Iklan biasanya ada di mana?"

S : "TV."

T : "Ya, biasanya...ada di media ya....di media cetak, media elektronik, itu iklan. Kalau brosur?...di pagar-pagar, di temple, atau di sebarin dalam bentuk selebaran kertas. Tujuannya sama. Jadi jangan bingung kalau brosur itu seperti apa dan iklan itu seperti apa."

(Rian wants to go to toilet but he ask permission in Indonesia)

Ss : "hehehhe. Nganggo Bahasa Inggris no. Hehehe...."

Rian : "As, ra iso, rasido wae."
T : "Ya, Tanya dulu sama temennya, Inggrisnya gimana."
Rian : "Gak jadi aja Bu."
T : "Hehe...OK, any difficult word from this text. The first of...from the first paragraph. Tentang introduction dulu. It is a four stars hotel, maksudnya ap kira-kira? Ini adalah hotel..."
S : "Bintang empat."
T : "Bintang empat. It is located downtown."
S : "Pusat kota."
T : "Iya, letaknya di pusat kota. Ya...down town, pusat kota. *It looks like a classic castle in Europe.* Classic castle..."
S : "Classic itu jaman dahulu."
T : "Iya, classic iu jaman dahulu. Castle? Kastil. Kastil atau ya....punya bayangan ya kastil ya..., *it has 100 rooms, a fancy restaurant, complete sports facilities including a swimming pool, tennis court, gym and sauna*, what is gym?"
S : "Tempat olahraga."
T : "Ya, tempat olahtaga, fitness. Sauna?"
Ss : "Tempat permandian, hehe..."
T : "permandian air panas. Ya mandi uap, ya. Then the third paragraph.bath-tub tahu ya...tempat mandi itu ya...what is the meaning of guests? Guest...guest...what is guest? Guest of the hotel"
S : "Tamu."
S : "Tamu."
T : "Para tamu dari hotel bias mandi. The last paragraph... The brochure says 'Hospitality is Our Trademark'. The staff of that hotel, from the receptionists, house keepers,...What is house keepers?"
S : "penjaga rumah."
T : "Penjaga rumah atau...yang merawat rumah. and bellboys are trained to be polite...what is polite?...polite..."
S : "Sopan."
T : "Sopan. and to help guests in any way they can....membantu para tamu sebisa mereka. OK, from this text, please find out the idea of each paragraph. Coba dicari ide pokoknya dari setiap paragrapf. Ada berapa paragraph, one two three four. Four paragraph ya....the main idea..."

(Then the students are doing the task while the teacher is walking around the class to assist students to do the task)

T : "Yang ditulis main idea nya saja ya...text nya ga usah ..."
T : "*There is a new hotel in my city. It is a four star hotel.* Ini adalah sebuah hotel bintang empat. Lokasinya ada di pusat kota. Ide pokonya tentang apa?"
S : "Hotel baru."
Ss : "Hotel baru."
S : "Iya, Bu."
T : "The location of the hotel. Lokasi dari hotel itu. Lokasi hotelnya ada di..."
Ss : "Pusat kota."
T : "Iya to...So, ide pertamanya ada di the location of the Grand Omega Hotel. The second. *The hotel is not very big*, hotelnya tidak terlalu besar, tetapi arsitekturnya sangat indah. Ini terlihat seperti kastil klasik di Eropa. Menurut brosur itu, it has 100 rooms, mempunyai seratus kamar, restoran, complete sport facilities, fasilitas olahraga yang lengkap termasuk swimming pool, tennis court, gym dan sauna. And also coffee shop, dan juga ada warung kopinya. Kira-kira tentang apa? Yang disebutkan di paragraph itu tentang apa?"
S : "Fasilitas."
T : "So, the main idea of the second paragraph is, sssshhhh, Rian. Fasilitas hotel, ya, tentang fasilitas kan? Iya, so the main idea of the paragraph is the facilities in the hotel bias. Yang ketiga coba....tentang apa ini kira-kira? Inti pokoknya tentang apa? Yang ketiga. The picture of the rooms, gambar ruangan-ruangannya dalam brosur itu sangat bagus, ruangnya terlihat sangat...nyaman, ya...itu it nya hilang, jadi they contain a big spring bed, mereka berisi sebuah spring bed

dengan....what is big pillow?....bantal yang besar...sofa yang bagus, a wardrobe....sebuah almari pakaian, televise dengan system program dari seluruh..."

S : "Dunia."

T : "Duia. Kamar mandinya sangat bagus walaupun tidak terlalu besar. Ini mempunyai bath-tub dengan...apa...bak mandi dengan air panas dan dingin, jadi...para tamu bias nyaman kalau mau mandi di sana. Tentang apa kira-kira? Membicarakan tentang apa? Intinya tentang apa?"

S : "Facilities."

T : "The facilities in....the hotel room. Iya to, fasilitas yang ada pada kamar hotel. And then the last paragraph, brosurnya mengatakan bahwa Hospitality merupakan is our trademark, keramah tamahan adalah motto kami. The staffnya, dari resepsionis sampai penjaga hotel dilatih untuk sopan dan membantu para...tamu. Tentang apa di sini yang terakhir?....the service of the hotel? Or the motto of the hotel? The motto of the hotel or the service of the hotel?"

S : "The motto of the hotel"

T : "The motto of the...hotel. So, repeat again from the first paragraph. The main idea of the first paragraph is....the main idea of the first paragraph is....ada yang bias bantu the first paragraph?"

S : "The located of the hotel."

T : "The located of....the hotel. The second paragraph, Hafis...the main idea of the second paragraph...sorry.....tadi yang kedua tadi apa?"

Ss : "The facilities of the hotel."

T : "The facilities of the hotel. The third paragraph,..."

S : "The facilities of the hotel room."

T : "The facilities of the hotel room. OK. Fourth paragraph....the motto of....itu ya....it still some minutes left. We go to page fourty."

(the school bell is ringing)

T : "Ya...please submit your homework, please."

T : "OK, the time is up, so have a nice fasting and holiday. Yak, Wassalamu'alaikum Wr. Wb."

Ss : "Wa'alaikumussalam Wr. Wb."

A Transcript of Video Recorded

Saturday, August 28th, 2010

At 10.40-11.40 a.m.

Class VIII j

T : Teacher
S : Student
Ss : Students

Ss : "Good morning, mom."
T : "Good morning. Assalamu'alaikum Wr. Wb."
Ss : "Wa'alaikumussalam Wr. Wb."
T : "How are you?"
Ss : "Fine. Thank you."
T : "OK. We will talk about.....e.... Complementing and....We go to complementing and congratulating."
(The teacher is writing on the whiteboard)
T : "Page fifteen your LKS."
S : "LKS."
T : "OK. Complementing and congratulating page fifteen or fifty five on E I F."
(Two students comes forward for asking permission to go to bathroom)
T : "Nanti aja. OK. Complimenting.....Ada yang tahu artinya complimenting?"
S : "melengkapi."
S : "lengkap."
T : "Selain melengkapi?"
S : "Mengisi"
S : "Mengisi"
T : "Selain mengisi...."
S : "Menyempurnakan."
Ss : "Hahahaaaa.."
T : "OK. You see the expression. Ada 'Wow! Good job, Good grade!, Nice try!, Nice work!...kira-kira apa?...memberikan...atau ungkapan memberikan..."
S : "Pujian"
T : "Pujian. Complimenting itu pujian. Di situ tertulis refusing. Disamping complementing itu yang benar responding atau cara menanggapi bagaimana. The example of complimenting...ya....'Wow, good job!'...the responding is....."
S : "Thanks."
T : "Thanks. Kalau dipuji oleh seseorang, apa yang harus kita ucapkan?...Thanks. 'Good grade! Good grade!....Nilai yang...."
S : "Bagus."
T : "Nilai yang bagus. Thank you. 'Nice try....."
S : "Bu, kalau anu bu....you are welcome?"
T : "You are welcome itu kalau kita berterima kasih, jawabannya you are welcome, sama-sama."
S : "Lha kalau Pak Bambang itu....."
S : "Pak Bambang Sing endi to?"
S : "Sing wingi kae lho."
T : "Oo, kemarin?"
S : "Iya."
T : "Ooo...yang waktu penyambutan kepala sekolah itu...kan ditanya 'How are you?'...'I am fine or good. And you?' jawabnya....'You are welcome'"
Ss : "Heheheheheeee."

T : “Ya, mungkin beliau gak tahu.”
S : “Sama siapa bu?”
T : “Ya, sama semua audience. Ya, mungkin bapak kurang tahu artinya ‘you are welcomebelum paham artinya you are welcome tu apa. Ya, mungkin maksudnya tu sama-sama, sama sehatnya sama semua orang. Ya. Mohon dipahami. OK. Kemudian *nice work! Nice work!* Kerja yang...”
S : “Bagus.”
T : “Kerja yang bagus. *Keep up the good work! Keep up the good work!* Ya, lanjutkan kerjanya yang...”
S : “Bagus.”
T : “Ya. *You’re good friend!* Kamu teman yang baik. *You’re good friend!....What a nice dress!....What a nice dress!*”
S : “Gaun yang indah.”
T : “Alangkah indahnya....gaun itu. *You look great!....Ya, kamu kelihatan....bagus, tampan, cantik, ya...Yo look great!. You have a beautiful house. Ya....kamu punya rumah yang indah. How sweet you are!* Alangkah manisnya.....kamu. Yaa...responnya gimana? Responnya...Bisa menggunakan *thanks* or *thank you, thank you for saying that...* terima kasih sudah mengatakan hal itu, yaa, *It’s nice for you saying that....Bagus karena kamu sudah mengatakan hal itu. I’m glad you love it....Saya senang kamu menyukainya....Is it....?Thanks!.....Benarkah?...How sweet you are!...Am i?* itu ya....expression of complimenting....memberikan...”
S : “pujian”
T : “Pujian. OK, coba examplanya...Aldo and Farel. OK, Issal and What is your name?”
S : “Via”
T : “OK. You are as Aldo and Via as Farel”
T : “Issal as Aldo.”
Issal : “What a nice motorcycle! By the way....By the way, is it yours?”
Via : “Yes, father buys it for me.”
Issal : “I like the color.”
Ss : “Hahahaaa, kolor.”
Issal : “I like the color. Blue is my favorite. May I borrow it someday?”
Via : “Sure.”
T : “Sure...”
Issal : “Thanks.”
T : “Iyaaa. Which one is the expression of complimenting?”
Ss : “What a nice motorcycle!”
T : “What a nice motorcycle! Waaaah, alangkah bagusnya motor itu. Bisa juga..I like the color....Saya suka warnanya. Memuji warnanya. Any question about this?”

(A student throws a book to his friend and the teacher just stares on them)

T : “Any question about complimenting?....gak ya...OK, task 6. Fill in the bubble with suitable utterances below. Ini chart nya ada gambarnya tapi tidak ada jawabannya. *What a nice dress!....*The compliment about what? Kita memuji tentang apa?”
S : “Gaun.”
T : “Gaun kan...dress. *What is a beautiful hair!* The compliment about...”
Ss : “hair”
T : “Hair. *You are my clever boy!* A boy who is clever. Itu a nya hilang ya...*Wow, its suit with your feet! Its suit with your feet!* Suit. What is suit? What is suit?”
S : “Cantik”
T : “Cantik, sesuai. Ini sesuai dengan kakimu. Yaa, it’s about shoes. OK, it’s about socks, bias. *That’s good, excellent! That’s good, excellent!* Ini tentang nilai juga bias...ya...tentang suatu pekerjaan. Ok, we go to task seven. Make your

own...e...make your dialog to express. *What a beautiful rose! Thanks. It's from Chandra.* It's time for you to make your dialog to express the complimenting. Yaa. OK, coba. Try to make dialog using the expression of complimenting. You have *delicious cake, beautiful dress, good painting, excellent text, and nice T-shirt.* In your LKS."

S : "Di LKS, mom?"

T : "Ya. Five minutes ya...T-shirt itu apa? Kaos ya....kalau kemeja itu yang shirt."

(The students are working and the teacher is sitting on her chair)

(Then the teacher walks around to assist the students to work)

S : "Finish"

S : "Finish, mom."

S : "Finish. Finish, mom."

(The class is noisy)

T : "Ssssst..."

Ss : "Ssssttt."

T : "Ke...ya.....for number one..."

S : "I am. I am. Number one."

T : "OK. Issal number one."

Issal : "*This is the delicious cakes...cake! I'm glad you like it.*"

T : "Firman says....It is.."

Issal : "This is.."

T : "O this is the..."

Issal : "This is the delicious cake."

T : "This is the delicious cake. This is the delicious cake. Apa lagi? *This is the delicious cake.* What else? *What a delicious cake.* Cake itu bias dihitung ga to?"

(The teacher opens her dictionary for checking)

T : "OK, ya...cake can to be...e....countable, bias dihitung bsa juga tidak dapat dihitung. So you can use a. *What a delicious cake.* Bias ya....Number two....Faris, number two."

Faris : "Saya nomor tiga aja bu."

T : "OK. Mbak..."

S : "*What a beautiful dress! Thanks. It's my birthday present from mother.*"

T : "OK. *What a beautiful dress.* Ada lagi? Selain *what a beautiful dress?*"

S : "*What a nice dress!*"

T : "*What a nice dress!* OK, ada lagi? Bisa gak kita menggunakan Wow, it is a beautiful dress!"

S : "Bisa."

T : "Bisa ya... *I like this beautiful dress.* OK, Faris number three."

Faris : "Wow.....pakai wow boleh o bu?"

T : "Ya."

Faris : "Wow, good painting."

T : "Wow, good painting. Painting, what is the meaning of painting? What is the meaning of painting?"

S : "Painting ki yo warna."

S : "Gambar."

S : "Lukisan."

T : "Gambar atau lukisan. Lukisan yaa. Wow, good painting. Ada yang lain? Gunakan good painting, ada good ainting giu lho maksudnya."

S : "Ya."

T : "Ya, yang lainnya apa? OK, number three, what is your expression, Mbak? What is our answer?"

S : "wow, *what a good painting.*"

T : "Wow, *what a good painting.* Ya. Number four then, you?"

S : "Wow, *that's an excellent text.*"

T : “Wow, *that’s an excellent text!* Bisa. Wow, *it’s an excellent text! That’s an excellent text.*”

S : “Wow, *that’s a good excellent text.*”

T : “Wow, *that’s an excellent text.* An excellent itu sudah bagus sekali, jadi gak usah pakai good. *That’s an excellent text.* Septi, gimana? What is your expression for number four?”

Septi : “Wow, *excellent text!*”

T : “Wow, *excellent text!* Ada lagi?”

S : “*You have an excellent text.*”

T : “*You have an excellent text.* Bisa ya....”

S : “Keep out it.”

T : “Sorry?”

S : “Keep out it.”

T : “Keep out? Keep out itu keluar. Tapi kalau keep up itu teruskan. Ya, nice T-shirt... Yo, mbak siapa itu... Number five, nice T-shirt.”

S : “What a nice T-shirt.”

T : “What a nice T-shirt. Ada lagi? Dhani....”

S : “Dhani.”

T : “What is your expression for number five?”

Dhani : “What a nice T-shirt [the sit]”

S : “Wah, the sit. The sit.”

T : “What...”

S : “T-shirt. T-shirt.”

Dhani : “What a nice T-shirt.”

T : “What a nice T-shirt. Bisa gak kita menggunakan I like this nice T-shirt? Bisa ya....”

Ss : “Yes.”

T : “yes. OK, I think it’s easy. Complementing, kalau kalian memuji kan gampang. We go to task 8 then. *Give the suitable expression to this situation below.* Ya... Berikan ekspresi yang sesuai untuk situasi di bawah ini. Ya. *Father buys Yuslim a motorcycle because he got good mark in his exam. You praise the motorcycle.* Ya.”

S : “Mahal.”

T : “OK, what is the meaning of *praise*?”

S : “Apa bu?”

T : “Ini, Ayah membelikan Yuslim sebuah sepeda motor karena he got good mark, dia mendapatkan...”

S : “hadiah.”

T : “Nilai bagus”

S : “Hadiah. Hadiah motor.”

T : “Karena dia mendapatkan nilai bagus dalam ujiannya.”

S : “Surprise. Surprise.”

T : “You praise the motorcycle.”

S : “Memuji”

T : “Iya, kamu memuji motorcycle nya. Kamu memuji motornya. Gimana ungkapannya? The second situation. *You praise your mother in her new dress.* Ya. Kamu memuji ibumu dalam baju...gaunnya yang baru. *She looks very beautiful wearing the dress. She looks very beautiful wearing the dress.* Dia terlihat...”

S : “Cantik”

T : “Cantik menggunakan atau mengenakan gaun itu. *You say to her.* Ya. Apa yang harus kamu katakan untuk memuji? Ya...How to compliment her? And number three. Riri’s cat has given birth some cute small kitten. What is the meaning of given birth?”

S : “Melahirkan”

T : "Melahirkan. Ya. Small kitten? Cute small kitten....Anak kucing yang..."
 Ss : "Lucu."
 T : "Lucu. You see them in her house. E....kalian melihatnya di rumahnya. You praise the kitten. How to praise ya...OK, ssttt, based on the situation...based on the third...e...three situations please write the compliment. Silahkan membuat pujiannya bagaimana. Based on the situation, ya. The first you praise...apa?Yang harus kalian puji apa? What do you praise for number one?"
 S : "Motornya."
 T : "Ya, motorcycle. The second...what do you praise? The.... The dress or mother bias. Number three."
 S : "The kitten."
 T : "The kitten, ya. Silahkan di puji, berikan pujian. Give the compliment on the situation..to the three situation. Soalnya ga usah ditulis. Ooo, masih ada lagi ternyata nomor 4 dan 5. *Okta got 9 for his math test.* Ya, halaman 17. *Ratna praises him for his cleverness. She said to him bla bla bla....ya...that's for number four.* Ya, jadi Okta mendapatkan nilai 9 untuk matematika dan Ratna memuji kecerdasannya. *She praises to him....apa.... Erchin shows you his beautiful painting of a scenery. You praise his painting. You say...."*
 (The teacher walks around the class to assist her students to do the task)
 T : "Have you finished?"
 (The class is very noisy)
 T : "Have you finished? Sudah selesai? OK, number one....Galih."
 Galih : "What a good motorcycle."
 T : "What...."
 Galih : "What a good motorcycle."
 T : "What a good motorcycle. What a good motorcycle. OK."
 S : "What an expensive motorcycle."
 T : "What an expensive motorcycle. Ada lagi? Fitra...."
 Fitra : "Wow, it's a nice motorcycle."
 T : "Wow, it's a nice motorcycle. Good. Ada lagi? Ya.... Melani, number two, Melani...."
 Melani : "How a beautiful dress."
 T : "How?"
 Melani : "How a beautiful dress."
 T : "Hm.... Kalau how itu diikuti dengan adjective, jadi how beautiful dress, it is. How beautiful dress, it is. Kalau menggunakan what....sssttt, halooooo..."
 Ss : "Halooo."
 (The teacher writes down the sentence on the whiteboard)
 T : "Sssshhhh, jadi how diikuti dengan a....how diikuti dengan a...adjective, sssshhhh.... Kemudian kalau what diikuti dengan noun, noun phrase atau noun. Bedanya di situ. So, Melani....repeat your answer."
 Melani : "How beautiful dress, it is."
 T : "How beautiful dress, it is. Conny, your answer number two, c'mon...."
 Conny : "What a nice dress!"
 T : "Ya....?"
 Conny : "What a nice dress!"
 T : "What a nice dress! OK. Kalau yang dipuji ibunya bagaimana?"
 S : "Wow, you are very beautiful!"
 T : "You are very beautiful. You are very beautiful wearing the dress. Ibu terlihat cantik, itu bagaimana?"
 S : "Mother beautiful."
 Ss : "Hahahaha"
 T : "Waah, ibu terlihat cantik. You...look...beautiful. You look beautiful. Number three. Erna, number three. Sssshhh...."
 Erna : "You have funny kitten."

T : "You have funny kitten.... I like it. You have funny kitten. I like it. Any other answer? Still number three...."
 S : "Wow, it is cute!"
 T : "Wow, it is cute! Bias ya....Wow, it is cute."
 S : "Bu, saya. This is a cute kitten."
 T : "This is a cute kitten."
 S : "I am number four, Bu."
 T : "OK, number four."
 S : "Soalnya dibaca ga bu?"
 T : "No. Read the answer. Read the answer."
 S : "You are the smart boy. Clever."
 T : "Smart or clever? Repeat again. Repeat again."
 S : "You are the clever boy."
 T : "You are the clever boy. Any other answer?"
 S : "Yes."
 T : "So, what is it? Yang lainnya gimana?"
 S : "You look great!"
 T : "You look great! Memuji kecerdasan lho...You look great kan artinya kamu terlihat bagus."
 S : "Good job."
 T : "Good job. OK. Number five. Fitriani Nirmasari....Number five. Sssshhhhh...."
 Fitri : "Good painting!"
 T : "Good painting! OK. Good painting! Any other expression?"
 S : "You have a beautiful painting."
 T : "You have...."
 S : "a beautiful painting."
 T : "a beautiful painting. Rama, your answer for number five. Rama..... Ayo rama."
 Rama : "Nomor 5 saya belum Bu."
 T : "Lha kowe rame wae. Kira-kira gimana jawabnya? Rama.....Kira-kira jawabnya gimana? Sssshhhhh....Erchin shows you his beautiful painting of a scenery. What is scenery?"
 Rama : "Wow, it is a good painting!"
 T : "Wow...."
 Rama : "Wow, it is a good painting!"
 T : "Wow, it is a good painting! OK."
 Rama : "Yeaaaahh."
 T : "Scenery tu apa? Scenery. A painting of scenery."
 S : "pemandangan"
 T : "Ya, pemandangan. Ya, OK. Hanifah...ya... your answer for number five..."
 Hanifah : "Wow, it is a beautiful painting!"
 T : "Wow..."
 Hanifah : "Wow, it is a beautiful painting!"
 T : "Wow, it is a beautiful painting! Haryo, gimana Haryo, still number five Haryo"
 Haryo : "What a beautiful painting. What a beautiful painting!"
 T : "OK.... Do you have any question about complimenting? Ada pertanyaan untuk memberikan pujian?"
 S : "Not yet."
 T : "OK. Once again. How do you respond to the complimenting? Bagaimana respon kalian bila diberi pujian?"
 Ss : "Thank you."
 T : "Thank you. OK. If you have no question, now we go to congratulating. What is the meaning of congratulating?"
 S : "Memberi selamat."
 S : "Selamat"

T : "Ya, memberikan ucapan selamat. OK, from this book you have congratulation, selamat, ya...and your respond is..."

Ss : "Thanks."

T : "Thanks. Congratulation on your success... Yudi....Yudi....coba duduknya yang benar. Congratulation on your success. Selamat atas...kesuksesannya... happy birthday, selamat..."

S : "Ulang tahun."

T : "Ulang tahun. Happy valentine, selamat hari...kasih saying. Happy mother's day,"

Ss : "Selamat hari ibu."

T : "Selamat hari ibu. Meery Christmas.."

Ss : "Selamat Natal."

T : "Ya... kalau lebaran gimana? Happy..."

S : "Idul Fitri."

T : "Happy Idul Fitri. Or Happy Lebaran. OK, ssshhhh, from the example...Yudi and Aisyah..."

Ss : "Ihiiiiii..."

(The school bell is ringing)

Ss : "Yeeaaaah..."

(The students are busy on their preparation to go home and the teacher as well)

(One of the students lead the closing prayer)

Ss : "Good afternoon, mom."

T : "Good afternoon. See you next time. Wassalamu'alaikum Wr. Wb."

Ss : "Wa'alaikumussalam Wr. Wb."

Transcript of Video Recorded

Thursday/April 29th, 2010

At 10.15-11.45 a.m.

Class X2

T : Teacher
S : Student
Ss : Students

T : "Would you clean the whiteboard, please?"

(A student comes forward to clean the whiteboard)

T : "Thank you. Assalamu'alaikum. Wr. Wb. Morning."

Ss : "Morning."

T : "How's life?"

Ss : "Fine, thanks."

T : "Now, we will go on, ya.....up to the second material, right? Up to the second, right?"

Ss : "Yeah."

T : "(while looking at the student's worksheet), OK, what we have got last meeting?"

"OK, now look at section 3, look at section 3. Before continue our material, let I ask some questions about.....alright....Have you ever known about Cristiano Ronaldo?"

Boys : "Yes."

Ss : "Yes."

T : "OK. Who is he?"

S : "Football player."

S : "My boyfriend."

T : "Football player, ya... Can you tell me what does he look like?"

"Can you tell me?"

"He is handsome or not?"

(The class is very noisy)

T : "OK. Can you tell me?"

"He....has....wavy....short....black..."

"Short wavy black hair, alright."

"What about his nose? What about his nose? He has...."

S : "Pointed."

T : "Pointed nose. He has awesome nose. OK. What about his skin?"

"He has..."

S : "fair skin."

T : "He has fair skin. What about his eyes? What about his eyes?"

"He has.....small or slanted? Do you know slanted? Sipit...Sipit or not?"

Ss : "No."

T : "He has...."

S : "brown...."

T : "brown...eyes....OK. What about the body? What about the body?"

(The class is noisy)

Ss : "tall.....very tall."

T : "Uh..uh..He's tall, about....?"

S : "One hundred and...."

T : "One hundred and...?"

S : "Eighty seven."

T : "OK. One hundred and eighty seven height. Do you usually watch the football game?"

Girls : "No! No!"

Boys : "Yes! Yes!"

S : "Play Station."

Ss : "Hahaha...."

T : "What about the boys, do you usually watch the football game?"

Boys : "Yes."

T : "What is the special thing of Cristiano Ronaldo?"

S : "His kick is like...opo kae...sendok.."

Ss : "Rocket."

S : "His kick is like sendok, melengkung, huh opo...e...spoon."

T : "Ya, it's like a spoon....OK, now, we are going to talk about Cristiano Ronaldo, but I'll read a text then please listen carefully and then find out the information about Cristiano Ronaldo, OK?"

Ss : "OK."

T : "Alright. Before you are listening, please study the questions first. Study the questions first. *What is Cristiano Ronaldo's surname?* Do you know surname? What is it? What is surname?"

S : "Nama panjang."

T : "Are you sure?"

S : "Family name."

T : "OK. Family name. Alright. And then number 2, *How high is Cristiano Ronaldo's body? Why do his friends and his manager call him 'the rocket'?*"

S : "Tembakane."

T : "OK. OK. Later. Just study the questions. *What team did he start his debut with? Next, What was his age when he joined to play for Manchester United? What club did he play for before joining Manchester United? And the last, whom is was his second name 'Ronaldo' taken from? OK. Are you ready?*"

Ss : "Yes."

T : "Now, listen carefully."

"The most talented and successful footballer recently maybe Cristiano Ronaldo. He is the Portuguese footballer who plays as a winger for Spanish Premier League Club, Real Madrid, and the Portuguese National Team.

Christiano Ronaldo was born in Fuchal, Madeira, Portugal on February 5, 1985. His full name is Cristiano Ronaldo dos Santos Aveira. He is the youngest son of Maria Dolaves dos Santos Aveira and Jose Denis Aveiro. He has one elder brother, Hugo, and two elder sisters,, Elma and Liliana Catia. His second given name was chosen after the US President, Ronald Reagan, who was his father's favorite actor.

With 185 centimeter height and 75 kilogram of weight, his posture is so ideal for footballer in his club. His friends and his manager call him "the rocket" for his special kick. While his friend usually call him CR9 or Rony. Cristiano Ronaldo begun his career as the youth player at CO National and he success with the team let him to the move to the Sporting to season of the world. His precocious talent got the attention of the Manchester United's manager, Sr Alex, who wanted to recruit him. And he signed for 12.25 million pounds in 2003."

T : "OK. Have you got?"

Ss : "Hehe..."

T : "OK. Once more. Once more."

"The most talented and successful footballer recently maybe Cristiano Ronaldo. He is the Portuguese footballer who plays as a winger for Spanish Premier League Club, Real Madrid, and the Portuguese National Team.

Christiano Ronaldo was born in Fuchal, Madeira, Portugal on February 5, 1985. His full name is Cristiano Ronaldo dos Santos Aveira. He is the youngest son of Maria Dolaves dos Santos Aveira and Jose Denis Aveiro. He has one elder brother, Hugo, and two elder sisters,, Elma and Liliana Catia. His second given name was chosen after the US President, Ronald Reagan, who was his father's favorite actor.

With 185 centimeter height and 75 kilogram of weight, his posture is so ideal for footballer in his club. His friends and his manager call him "the rocket" for his special kick. While his friend usually call him CR9 or Rony. Cristiano Ronaldo begun his career as the youth player at CO National and he success with the team let him to the move to the Sporting to season of the world. His precocious talent got the attention of the Manchester United's manager, Sr Alex, who wanted to recruit him. And he signed for 12.25 million pounds in 2003."

T : "Alright, Let's check whether you are able to listen to...the information or not. OK. Number 1. What is Cristiano Ronaldo's surname?"

Ss : "dos Santos Aveira."

T : “dos Santos Aveira. So it is the family name. Alright, good. Number 2. How high is Cristiano Ronaldo’s body?”

Ss : “One hundred and...”

T : “One hundred and...eighty five centimeter height....it is the same. OK. Does anyone make mistake?”

S : “Kurang sak senti. Kelebihan.”

T : “Kurang sak senti? Alright. Next, number 3. Why do his friends and his manager call him “the rocket”?”

Ss : “For his special kick.”

T : “OK. Because of his special kick. Can you describe it? Can you describe his special kick? Can you describe? How? Buyung, how he kicks the ball? How? Like what?”

Buyung : “His special kick is like a spoon, sendok itu lho...”

Ss : “Hahaha....Banana.”

T : “Koyo sendok? Wow, can you imagine everybody?”

Ss : “No!”

T : “Can you imagine?.....OK.”

(the class is noisy)

T : “OK. Alright. What team did he start his debut with? His career. What team did he start his debut with? What team he start his debut with? What team?”

“OK. Mbak...Yuni. Tri Yuniarti, what team? What team did he start his debut with? Pada tim apa dia memulai karirnya?”

S : “CO National.”

T : “Ya...he begun his career as the youth player at CO National and he success with the team let him to the move to Sporting to season.”

“Ya...OK. What was his age when he joined to play for Manchester United? Mbak..Fika. What was his age? What do you think? Can you?”

S : “Eighteen.”

T : “Ya, How? How do you now?”

S : “from he joined to Mu in 2003.”

T : “2003, ya...So, you have to count. 2003 and the time he was born. When was he born? OK, February 5, 1985. So, 2003 subtract by 1985. It will be...eighteen. OK. Good. Thank you. Next, number. What club did he play for before joining in Manchester United?”

Buyung : “Sporting.”

T : “OK. Sporting. CO National? OK. Any othr? Ada yang lain mungkin? What about Real Madrid? Spanish Premier League Club? Is it?”

Ss : “Yes.”

T : “So, he may join some clubs before joining in Manchester United. Next. Whom was his second name “Ronaldo” taken from?”

“From? Atau that is the name of President of US. Ya, alright.

“OK, look at page 101, number 4. Look at the dialog. The dialog is based on the information you’ve got, and the question, you may take from the above sentences, the above interrogative sentences. Do you understand what I mean? Is it clear?”

“OK. Now, please work in pairs, you may just continue this dialog or you may make another one. Ya. The short simple question, e...a short simple dialog.”

“OK, I will read once more ya..and then try to take some information like e.....do you know his mother’s name?, you may ask like that. Ya..of course I know, bla bla bla...OK. Uh uh...so I will read once more and then write down some points that you may use as the sentence as the question. Do you understand?”

Ss : “Yes.”

T : “OK. Now, I will read once more and just write down the point for example: father’s name siapa, mother’s name siapa, and then surname for example. OK? And then was born kapan. OK. Listen to me carefully.”

“The most talented and successful footballer recently maybe Cristiano Ronaldo. He is the Portuguese footballer who plays as a winger for Spanish Premier League Club, Real Madrid, and the Portuguese National Team.

Christiano Ronaldo was born in Fuchal, Madeira, Portugal on February 5, 1985. His full name is Christiano Ronaldo dos Santos Aveira. He is the youngest son

of Maria Dolaves dos Santos Aveira and Jose Denis Aveiro. He has one elder brother, Hugo, and two elder sisters,, Elma and Liliana Catia. His second given name was chosen after the US President, Ronald Reagan, who was his father's favorite actor.

With 185 centimeter height and 75 kilogram of weight, his posture is so ideal for footballer in his club. His friends and his manager call him "the rocket" for his special kick. While his friend usually call him CR9 or Rony. Christiano Ronaldo begun his career as the youth player at CO National and he success with the team let him to the move to the Sporting to season of the world. His precocious talent got the attention of the Manchester United's manager, Sr Alex, who wanted to recruit him. And he signed for 12.25 million pounds in 2003."

"OK. Please do now."

(The teacher walks around the class while assisting students to work)

T : "Now, please act your dialog infront of the class. Please, Mbak Yuni and Mbak Lutfi....give a big applause."

(the two students comes forward to perform their dialog in front of the class)

T : "Would you say hello first to your friends?"

Yuni : "OK. Morning, friends."

"We would like to present our dialog."

Lutfi : "Hey, Yuni."

Yuni : "Hey. Wait, who is he?"

Lutfi : "He is my husband, heheheh..."

Ss : "Tenane?"

Yuni : "Oh yeah?"

Lutfi : "Do you know about him?"

Yuni : "He is the most talented and the most successful footballer.

Lutfi : "Um...yeah...He is very handsome, so I wanna be his wife."

Ss : "Ciee..huhuuuuu..."

Lutfi : "His special kick that makes me fall in love with him."

Ss : "Thiiiiiii..."

Yuni : "How about his family?"

Lutfi : He is the youngest child. He has one elder brother and two sisters. They are Hugo, Elma, and Liliana.

Yuni : "Haa...I know that you really like him, but you are crazy if you wanna be his wife."

Lutfi : "OK. I'm just kidding."

Yuni : "Udah bu."

T : "OK. Your imagination is quite good. The next will be Elsy and Fira."

(the two students come forward to present their dialog in front of the class)

Elsya : "Assalamu'alaikum Wr. Wb."

Ss : "Wa'alaikumusalam. Wr. Wb."

Elsya : "We will present our discussion."

Fira : "Hey, Els, do you know about Christiano Ronaldo?"

Elsya : "Of course, he is a handsome footballer and I'm also his fans, you know?"

Fira : "Really? Proof it."

Elsya : "Yeah. I know his fullname and his parents' name.

Fira : "Who?"

Ss : "huuu?...heheheh..."

Elsya : "Well, his fullname is Christiano Ronaldo dos Santos Aveira. While his parents' name are Maria Dolaves dos Santos Aveira and Jose Denis Aveiro. He also has two sisters, WElma and Liliana...."

T : "Anyone can perform a dialog without memorizing?"

"It is difficult for you to perform a dialog without text?"

Ss : "No."

T : "OK. Who will try to perform the dialog without text? So you create the questions spontaneously. Who will try?"

"Rafi, would you?"

(Rafi and his partner come forward)

Rafi : "Assalamu'alaikum Wr. Wb."

Ss : "Wa'alaikumusalam. Wr. Wb."

Rifki : "Christiano Ronaldo. Do you know about him, Rafi?"
Rafi : "Yes, he is the winger for Spanish Premier League Club."
Rifki : "Do you know where was he born?"
Rafi : "Yes. He was born in Funchal, Madeira on February 5, 1985."
Rifki : "Can you tell me about..."
Rafi : "Ya...I think that's all, thank you for your attention."

(School bell is ringing)

T : "Everybody listen to me. Before we end, you may continue your work on the next page. You have to do at home. You make question page 103. OK. Do you know what I mean? Everybody, hello???"
Ss : "Yes."
T : "OK. Thank you for your attention and see you next time. Wasalamu'alaikum. Wr. Wb."
Ss : "Wa'alaikumusalam. Wr. Wb."

A Transcript of Video Recorded

Thursday, April 29th, 2010

At 07.00-08.30 a.m.

Class X3

T : Teacher

S : Student

Ss : Students

T : "Before we start. Assalamua'laikum Wr. Wb."

Ss : "Wassalamu'alaikum Wr. Wb."

T : "OK. Is anybody absent today? (while counting the students)"

S : "Pas."

T : "Who is your partner?"

S : "Galih."

T : "Oh ya, I see. OK. Alright. Today our material is listening f a...text, but I have to practice speaking because I haven't got the recorded of the listening transcript but I'll read the txt. OK. I will read the text. So, please listen carefully while you are listening, ya. While you are listening, fill in the blank of the form, you know? Page one hundred on section A 'famous people'."

Ss : "Oooohh.... Wow... famous people."

S : "Assalamu'alaikum Wr. Wb." (One of the students comes late)

Ss : "Wassalamu'alaikum Wr. Wb."

T : "OK. Have you got it?"

Ss : "Yes."

T : "Ya... alright. Now, there are two A...B... There re two, A and B. A here will be the information of Will Smith and then the section B will be of what is it...Prince William. So, please try to give thick on the form, yaa...then I will read. While I'm reading... do you understand what you do? Yes? Yes or no?"

Ss : "Yes."

T : "Do you understand, Yopa?"

Yopa : "Yes."

T : "OK. Do you understand, Abi?? Ya, alright. Please listen carefully maybe the students at back need to listen vey carefully because my voice cannot...very well. OK. Are you ready now?"

Ss : "Yes, mom."

T : "Ya.. let listen my voice. OK. Look at section A."

Will Smith was born on September 23, 1968. His complete name is Willard Christopher Smith. Besides as an actor, Will Smith is also a film producer and a rapper.

Will Smith is one of the small groups of people who have enjoyed success in three major entertainment media in the United State. News Week has called him the most powerful actor in the planet. Smith has been nominated for a Golden Globe, two Academy Awards, and has won Multiple Grammys.

Will Smith is the only actor in history to have eight consecutive films gross over \$100 million in the domestic box office as well as being the only actor to have eight consecutive films open at #1 in the domestic box office as a lead actor.

Will Smith was born in Wynnefield, West Philadelphia, America. Now, he is known to be the fresh prince.

"OK, have you got all the information? OK. You fill all of the form? Can you fill all of the form?"

Ss : "Not yet."

T : "OK, I'll repeat once more. Maybe I will read louder."
Will Smith was born on September 23, 1968. His complete name is Willard Christopher Smith. Besides as an actor, Will Smith is also a film producer and a rapper.
Will Smith is one of the small groups of people who have enjoyed success in three major entertainment media in the United State. News Week has called him the most powerful actor in the planet. Smith has been nominated for a Golden Globe, two Academy Awards, and has won Multiple Grammys.
Will Smith is the only actor in history to have eight consecutive films gross over \$100 million in the domestic box office as well as being the only actor to have eight consecutive films open at #1 in the domestic box office as a lead actor.
Will Smith was born in Wynnefield, West Philadelphia, America. Now, he is known to be the fresh prince.
 "Well, now let's discuss together. Look at section A. Number one. Willard Christopher Smith is Will Smith's complete name. Is it true?"

Ss : "Yes."

T : "OK. Right. Next, his origin is Canada."

Ss : "

T : "Is he fresh prince?"

Ss : "Yes."

T : "OK. In what, in what section do you listen?"

Ss : "In the last section."

T : "OK. What do you think? Is he the most powerful actor in the planet?"

Ss : "Yes."

T : "Find. Can you? Find. OK. What sentence or what word that support that he has the most popular actor in the planet. OK. Yap...hehe..."

S : "He has got success."

T : "OK. Good. He has got success in....three..."

S : "Media entertainment."

T : "Uuh...media entertainment. OK. Good, very good. OK. When was he born? When was he born?"

S : "September....(noisy)"

T : "OK, September....twenty...third...nineteen...sixty...eight. OK. What do you think about this? Is it correct?"

Ss : "No."

T : "August 20th, nineteen sixty six. So, it is false. Alright. And then he has nominated for a Golden Globe. Is it correct?"

Ss : "Yes."

T : "OK. Yes. How many consecutive films?"

Ss : "Eight."

T : "Eight or six?"

Ss : "Eight."

T : "So..."

Ss : "False."

T : "So, is the information correct?"

Ss : "false."

T : "OK. So, having six consecutive films, so it is not correct. Alright, working in film and music industry, is it correct?"

Ss : "yes."

T : "OK. In what sentence, what sentence XXXX them? In what sentence? OK. Besides as an actor, Will Smith is a producer and..."

S : "A rapper."

T : "A rapper. Do you know rapper? What is it?"

S : "Penyanyi."

T : "Ya...penyanyi."

Ss : "Hip Hop."

T : "Ya.. penyanyi hip hop, rap, penyanyi rap. OK. Now, let's see in the next. We still have another information. Part B. Now listen to me carefully."
William Arthur Philip Louis, known as Prince William, was born in London on June 21, 1982. He was the first future king of England to be born in a hospital. He was born at St. Mary's Hospital, Paddington at 9.30 p.m. And he was the first to go to nursery school.
The Prince's life is not typical. He has bodyguards whenever he goes. He can't fly as his father, Prince Charles, because an accident may take the lives of the two princes. In many ways, Prince William is just like other people of his age. He enjoys action films and watches MTV whenever he can. He enjoys painting, playing video games, drawing, and playing soccer. Some people say that he doesn't want to become king, but Prince William will probably be King William V someday.
 "OK, please got the information while she looks at the students' book). Has everybody got the information?"

Ss : "Not yet. Once more."

T : "Once more?"

Ss : "Yes."

T : "So, listen carefully. I will read once ya... Ready?"

Ss : "Yes."

T : "*William Arthur Philip Louis, known as Prince William, was born in London on June 21, 1982. He was the first future king of England to be born in a hospital. He was born at St. Mary's Hospital, Paddington at 9.30 p.m. And he was the first to go to nursery school.*
The Prince's life is not typical. He has bodyguards whenever he goes. He can't fly as his father, Prince Charles, because an accident may take the lives of the two princes. In many ways, Prince William is just like other people of his age. He enjoys action films and watches MTV whenever he can. He enjoys painting, playing video games, drawing, and playing soccer. Some people say that he doesn't want to become king, but Prince William will probably be King William V someday. Now, let's check what you've got from your listening ya... What is the complete name?"

Ss : "William Arthur Philip Louis"

T : "So, the answer is correct or not? William Arthur Henry Louis?"

Ss : "No."

T : "So, it should be? William Arthur Philip Louis ya...OK, next..Am... when...e...where..sorry..where was he born?"

Ss : "In a hospital."

T : "Yes, in a hospital. What's the name of the hospital?"

Ss : "Mary's Hospital."

T : "Ya...Saint Mary's Hospital. What time?"

S : "Nine p.m."

T : "Nine? Nine thirty p.m. E....Do you born on nineteen....e....nineteen eighty two..?"

S : "No."

T : "No. Yes, it's too old. Ya...alright. Next. What do you think ya...what is it... Would he be the future king?"

Ss : "Yes, maybe."

T : "Ys, he will be. What sentence? Probably.... Just perhaps. But does he want to be a king? Does he want to be a king? Does he want?"

S : "No."

T : "Uh uh..OK What sentence? OK I will repeat the sentence, ya...em..because...an accident may take the lives of the two princes. OK, ya...this is about a worry about...the worry about the life of the king, ya.... E... does he enjoy playing soccer?"

Ss : "Yaaaa."

- T : "Um... Did he used to go to nursery school? There is a word 'used to', what is the meaning of 'used to'? 'used to' means....(pointing some students)"
- S : "Biasa..."
- T ; "Biasa...kebiasaan..yang...dulu dilakukan, so,...used to means something that, habitual that usually did in the past. So, when I say for example, when I say for example 'My mother used to tell me a story before going to bed'. It means that in the past, in the past my mother usually, usually tells a story before going to bed. But what about you now? Does your mother usually tell you about a story before going to bed?"
- Ss : "No."
- T : "OK. Next. We still have another, OK... We still have number 2 or section 2. I will read some texts, each text for several questions, so you have to focus on what we ask here. You understand what should do?"
- Ss : "Yes."
- T : "Yes? OK everybody, listen carefully. Listen carefully. Listen very carefully. Ehemmm..."

Michael Jeffery Jordan was born in Brooklyn on February 17th, 1963. He is a retired American professional basketball player and active businessman. He is regarded to be the greatest basketball player at all time.

Michael Jordan is a son of Delories, who works in banking and Jems R. Jordan, Sr, an equipment supplier. He is the forth of five children. He had two elder brothers, Lary Jordan and James R. Jordan, Jr, one elder sister, Delories and one younger sister, Roslyn.

Michael Jordan was a shooting guard who was also capable of playing forward. He is one of the most talented sport figures in history. He has been a major sportman for such brands as: Nike, Coca-cola, Chevrolet, Gatorade, McDonald's Ball Park Franks, etc. his income from the endorent is estimated to be several hundreds million dollars.

"OK, have you got all the answer? Yes? Yes? Alright. Does anyone miss the answer? Ada yang ketinggalan?"

- S : "No."
- T : "No? OK. So, I just read one time. OK, let's check. Galih, number one. Where did Jordan's place of birth?"
- Galih : "Brooklyn."
- T : "OK, Brooklyn. Where is it?"
- S : "United States."
- T : "United States. OK. Alright. OK. And then number two, um.... Yopa?"
- Yopa : "After retiring.[]"
- T : "Um... sorry, after retiring []"
- Yopa : "After retiring from the basketball player, what is he doing?"
- T : "OK, which one? Staring movies, working in a restaurant, playing music, running his business, working in a bank, which one? What did you listen?"
- Yopa : "Working in a bank."
- T : "Working in a bank? Are you sure? Are you sure? OK. What do you think? What do you think, Mbak Annisa?"
- Annisa : "(keep silent)"
- T : "OK. Once again. Once again. He is a retired American professional basketball player and active businessman. So, what is the answer?"
- S : "Business."
- T : "OK, running his business. Next. Who is his younger sister?"
- Ss : "Roslyn."
- T : "what do you think about Roslyn's surname? (writing on the whiteboard: Michael Jordan is a son of Delories, who works in banking, and Jems R. Jordan, Sr, an equipment supplier.) Jordan here means surname. What is surname? Nama...family, family name. so, actually for example ya....foreign people usually...for example

ya....(writing on the whiteboard: Mike Milliken)
 when we call Mike, we just say 'Hello, Mike'. But when we want to call him by the last name, we should say 'Mr. Milliken.' So, this is the surname. The family name. OK. Do you understand what I mean?"

Ss : "Yes."
 T : "OK. Um... what number is Michael Jordan in his family?"
 S : "Four."
 T : "OK. The forth of five children. And then the last, em...the last sister is..."
 S : "Roslyn."
 T : "Roslyn. What about the others/ he has two elder brothers, who are they?"
 Ss : "Lary Jordan and James R. Jordan."
 T : "Lary Jordan and James R. Jordan, and one elder sister. So,...(writing on the whiteboard: Lary Jordan + James R. Jordan) they are elder brothers, that means saudara laki-laki. And then this one..(writing on the whiteboard: Jr. one older sister. 'Jr' Does anyone know what abbreviation of Jr? maybe anybody has read on the newspaper what is Jr?"

S : "Junior."
 T : "Junior? Are you sure? They are elder brother, and Jr is the elder sister. And then...(writing on the whiteboard: Roslyn → the younger sister) OK. The last question is how much did he earn from endorent?"

Ss : "a hundred million dollars."
 T : "Yes, a several hundred million dollars."
 S : "O..several."
 T : "Yes, several. OK. Let's go on the next text. Listen very carefully."

Jennifer Lynn Lopez was born in Bronx, New York on July 24, 1970. She is a daughter of David, a computer specialist, and Guadalupe, a kindergarten teacher. She is an actress, singer, dancer, as well as a presenter.

Jennifer Lopez is well-known to be a very beautiful actress, and capable of capturing the heart of any man. Her beauty is unquestionable. She is called "The Supernova" in her neighborhood. Besides, she is called "La Guitara" because her body curves like a guitar. Rumors say insures her body for one billion dollar and her rear for 300 million dollar.

*Jennifer Lopez has risen from the black street of the Bronx to the golden hill of Hollywood. Through out her career she has combined beauty and talent to become the highest paid Latina actress of all time."*Have you got all the information?"

Ss : "Not yet."
 S : "Once more."
 T : "OK. I'll repeat once more. Ready?"

Jennifer Lynn Lopez was born in Bronx, New York on July 24, 1970. She is a daughter of David, a computer specialist, and Guadalupe, a kindergarten teacher. She is an actress, singer, dancer, as well as a presenter.

Jennifer Lopez is well-known to be a very beautiful actress, and capable of capturing the heart of any man. Her beauty is unquestionable. She is called "The Supernova" in her neighborhood. Besides, she is called "La Guitara" because her body curves like a guitar. Rumors say insures her body for one billion dollar and her rear for 300 million dollar.

Jennifer Lopez has risen from the black street of the Bronx to the golden hill of Hollywood. Through out her career she has combined beauty and talent to become the highest paid Latina actress of all time. Well, anybody has got?"

Ss : "Yes."
 T : "Is that right?"
 Ss : "Yes."
 T : "Ya...biasanya kan begitu. When I see in Indonesian culture, kan biasanya orang yang suka mempertontonkan itu mesti dia intelegensinya tidak jelas. Kalau orang yang

cerdas itu pasti satu, berperilaku sopan, pasti sopan, dalam berbicara sopan, dalam berpakaian juga sopan. Tapi kalau orang yang cerdas tapi berperilaku tidak sopan, pasti ada yang salah, ada yang salah. Salahnya di mana? Mungkin masalah keimanan. OK, let's go on. OK, we still have listening. Let's check together. Number one, what does Jennifer's mother do?"

- Ss : "A kindergarten teacher."
T : "Ya...OK. Alright. Why do people call Jennifer "La Guitara"? Because...."
S : "Her body like a guitar."
T : "Ya, because of her body curving, ya...lekuk tubuhnya menyerupai bentuk gitar. Next, number seven. Her beauty is unquestionable. What does it mean?"
Ss : "(Keep silent)"
T : "Ya...unquestionable means..cantiknya tidak diragukan lagi.. OK. Next, what makes Jennifer the highest paid actress of all time?"
Ss : "Because her beauty and talent."
T : "Ya, alright. Actually we still have listening. But I will ask you first. Are you bored?"
S : "E...yes."
T : "Ya? What makes you bored?"
S : "Just listen."
T : "OK. Just listen. OK. I will keep it for next time. Then, look at, look at, look at speaking, yes. Change the crossed out expressions in the dialog with the suitable ones provided in the box. Listen and check. Just skip this part. Look at the next page. Complete this comic strips with the suitable expressions of complementing. When you finish, act them out with your friend. Do you know complementing? What is that? That is a capability to how compliment someone. So, what is compliment? Giving...praise to someone. Memberikan pujian, OK, now let's try to read together. Repeat after me, ya..."
Ss : "Ya."
T : "Hey, Tom. I'm glad you could come." C'mon."
Ss : "Hey, Tom. I'm glad you could come."
T : "Once again. "Hey, Tom. I'm glad you could come."
Ss : "Hey, Tom. I'm glad you could come."
T : "Yeah, I think the party is really smashing. I like it."
Ss : "Yeah, I think the party is really smashing. I like it."
T : "Blab la bla..Please have a seat and enjoy the meals. So, what expression can you fill?"
S : "Wow."
T : "Ya, Aditya. What expression is it?"
Aditya : "Wow. Thank you very much."
T : "Wow. Thank you very much. Please have a seat and enjoy the meals. Alright. 'OK, thanks. By the way.' So, what is the meaning of by the way?"
S : "Ngemeng-ngemeng."
T : "So, it just a kind of basa-basi ya...e...when I say 'anyway', 'anyway is also a kind of basa-basi. 'anyway'. 'thank you, anyway', you can say that. Sometimes, anyway just used for jeda ya jeda. You want to say something but you need to think twice, you need to think for a while, you can say 'anyway', this is a kind of having jeda. Do you understand what I mean?"
Ss : "Yes."
T : "OK,. So, when I say 'Thank you, anyway.' This means just kind of basa-basi atau jeda."
(the school's bell is ringing)
T : "Well, this is the end of our lesson today. Thank you for coming. Assalamu'alaikum Wr. Wb."
Ss : "Wa'alaikumusalam Wr. Wb."

Interview 1

Name : Miss Wulan
Place : In front of a classroom
Time : 08.20 a.m

R : Researcher
T : Teacher

- R : “Menurut Miss Wulan, bahasa guru yang diucapkan guru saat mengajar itu berupa apa saja?”
T : “Ya, banyak sekali itu miss. Greeting, explanation, instructions, questions....ya, semacam itu. Apalagi untuk anak SD ya...kalau di SD kan gurunya masih harus banyak ngomong karena anak-anak seusia mereka ini masih sangat menganggap guru itu sumber satu-satunya untuk mereka belajar Bahasa Inggris. Gitu.”
- R : “Seberapa banyak guru harus ngomong saat mengajar atau bila dibandingkan dengan siswa?”
T : “Kalau BKS itu menganjurkan fifty:fifty sama students nya miss. Apalagi sekolah ini juga SSN kan, jadi saya masih berusaha mewujudkannya. Selain guru yang dianjurkan selalu berbicara dalam Bahasa Inggris, saya juga selalu mengajak anak-anak dan semua guru untuk menyisipkan Bahasa Inggris dalam konteks pembelajaran.”
- R : “Menurut Miss Wulan, apakah seorang guru harus berbicara banyak ketika menyampaikan materi di dalam kelas?”
T : “Kalau ditingkat SD, iya miss. Kalau gurunya gak banyak ngomong, banyak memotivasi anak untuk ikut berkomunikasi dalam Bahasa Inggris, anak-anak itu akan cenderung diam ssaja. Mereka masih perlu banyak contoh, model untuk ditiru. Beda lagi untuk jenjang yang lebih tinggi SMP atau SMA yang daya pikirnya jauh lebih matang dan banyak sumber yang bias mereka gunakan selain gurunya. Sedang anak SD ini, selain di sekolah, mungkin tidak akan bertemu dengan Bahasa Inggris di lingkungannya.”
- R : “Dalam hal ini berarti semua yang diucapkan guru di kelas sangat mempengaruhi proses belajar mengajar ya miss?”
T : “O iya....sangat. yak arena itu tadi, mereka masih sangat bergantung pada arahan guru. Ajakan-ajakan guru supaya anak-anak juga bias merespon pertanyaan saya dalam Bahasa Inggris. Membuat mereka paham dan bias practice tentang apa yang saya sampaikan. Itu sangat berpengaruh miss.”
- R : “Bagaimana cara Miss Wulan mengajak meeka berbicara dalam Bahasa Inggris saat di kelas?”
T : “E...sebelum mulai pelajaran dulu...dulu di awal-awal tahun ajaran, saya memberikan rule khusus pelajaran English:
1) Di halaman paling depan buku tulis Bahasa Inggris, anak-anak harus menulis biodata.
2) Aturan-aturannya:
 - Kalau terlambat/mau ke kamar mandi/minum/minta ijin yang lain, harus in English. Nanti saya kasih contoh, ditulis di whiteboard/dibuku, kemudian diucapkan sama-sama. Dihafalkan. Kalau belum hafal yang di whiteboard tidak boleh dihapus, jadi kalau anak-anak lupa bias langsung melihat di papan. Gitu.
 - Kalau mau bertanya guru/teman, minimal harus ada 1 kata dalam Bahasa Inggris.
 - Kalau ada teman yang ketahuan tidak memakai minimal 1 kata ddalam Bahasa Inggris, salah stu melapor, jadi nanti bias dikoreksi.
- 3) About the stamp
 - Bad stamp
 - Itu mereka yang tidak membawa buku
 - Yang tidak mengerjakan PR
 - Yang selalu ramai
 - Good stamp
 - Mereka akan dapat stamp kalau mereka rajin mengerjakan PR
 - Ulangan dapat nilai 100
- “Dengan begitu anak-anak jadi lebih termotivasi untuk berbicara, to speak up.”
- R : “Jadi seorang guru bahasa itu memang harus jadi sekreatif mungkin supaya anak tertarik untuk mau speak up gitu ya miss?”
T : “Iya...itu nanti kalau tujuan tercapai, kita akan merasa wah puas banget, ternyata cara yang kita gunakan berhasil. Kita sebagai pendidik harus bias mencari cara paling efektif untuk mencapai kompetensi ini.”
- R : “Sejauh ini apakah metode yang miss gunakan ini sudah berjalan sesuai rencana miss?”
T : “So far, lumayan ya....anak-anak sudah banyak menggunakan Bahasa Inggris kalau mau ijin sesuatu, kalau ketemu di luar juga sudah menyapa in English, sekedar ‘Good morning, miss. Atau say hai.”
- R : “O..ya...Bagaimana cara Miss Wulan memotivasi mereka sehingga mereka sampai terbiasa mengungkapkan ungkapan-ungkapan sederhana itu?”
T : “Kalau di kelas ya....saya ngajr sebagian besar in English dengan instruction yang paling simple, jadi mereka bias melafalkan tanpa ada kesulitan. Kalau anak-anak bertaya dalam Bahasa Indonesia seperti inta ijin mau minum gitu, saya diamkan saja, nanti teman-temannya yang ngingetin, gitu..mereka bilang gini sama temennya itu, ;heheh, pake Bahasa Inggris kok yo..’ Nanti dia terus sadar sendiri. Kalau Tanya tentang artinya itu saya selalu minta anak untuk minimal ada 1 kata dalam Bahasa Inggris, misalnya ‘Miss, What is ngompol?’ Seperti tu, lama-lama mereka terbiasa dengan ungkapan-ungkapan seperti itu. Saya juga pernah waktu itu, saya ngomong terlalu cepat, di sana anak Cuma diem aja kalau gak malah justru rame karena mungkin mereka ga menangkap what their teacher says, jadi mereka Cuma bengong tok. Di Tanya gak bias jawab. Waktu itu masih awal-awal saya ngajar di sini. Bahasa pertama mereka

banyak yang Bahasa Jawa jadi untuk penyesuaian ke dalam Bahasa Inggris itu lumayan susah. Butuh waktu, pelan-pelan gitu. Lalu saya buat bahasa, ungkapan-ungkapan yang akan saya ucapkan ke mereka ini jadi sederhana mungkin dan tidak terlalu cepat. Itu aja kadang masih agak susah ya...jadi saya tambah lagi dengan.....e....apa...."

R : "gerakan?"

T : "E....ya gesture. Itu akan sangat membantu siswa memahami apa yang saya maksud."

R : "O ya....OK. Tadi Miss Wulan mengatakan bahwa Miss Wulan ngajar sebagian besar in English, dan Bahasa Indonesianya hanya sebagian kecilnya. Bagaimana Miss Wulan memutuskan harus memakai Bahasa Indonesia? Apa yang membuat Miss Wulan memakai Bahasa Indonesia?"

T : "Ya....kadang-kadang kan ketemu dengan kata yang tidak ada dalam Bahasa Inggris. Kata dalam Bahasa Jawa yang tidak bias di Inggrikan. Misalnya: Apem (nama makanan) saya ga translate ke Inggris. Ya...yang namanya budaya kadang tidak harus diartikan ke English. Sama saja ketemu dengan CCU. Miss Kristy pernah juga to dapat kuliah CCU."

R : "Tadi di depan Miss Wulan juga mengatakan bahwa kalau mengajar berusaha menggunakan instruksi-instruksi sederhana sehingga bias dipahami dengan mudah. Lalu bagaimana Miss Wulan meyakinkan diri sendiri bahwa yang miss sampaikan itu dipahami oleh siswa?"

T : "Setelah menjelaskan materi, member contoh-contoh, saya terbiasa Tanya anak-anak sudah paham atau belum. 'Do you understand? or Any question?' Kalau anak-anak diam saja, saya kasih contoh lain lagi, lalu biasanya saya tunjuk satu-satu. Misalnya saya Tanya sesuatu anak-anak harus jawab. Kaya tadi misalnya, materinya tentang how many... Masing-masing anak saya tunjuk, saya Tanya: 'How many pen do you have?' pastilah beda-beda jawabannya. Baru nanti ngerjain tugas atao game."

R : "Ya. Jadi perlu adanya pengulangan di sini ya miss?"

T : "Ya, pengulangan itu sudah menjadi bagian dalam proses pembelajaran miss. Ketika saya melihat anak muka-mukanya kaya masih bingung, saya ulang lago contoh-contohnya."

R : "Yang biasa diulang apa miss?"

T : "Contoh yang paling sering. Karena saya mengajar itu paling banyak memberikan contoh pada anak. Jadi ga terlalu focus pada teori banyak mencatat tetapi yang langsung bias dipraktekkan oleh siswa. Seperti converstion pendek, Tanya jawab....."

R : "Kalau mau menulang, biasanya inisiatif Miss Wulan sendiri ayau ada anak yang minta diulang?"

T : "Sebagian inisiatif sendiri ya...kadang kalau anak Cuma bilang 'gimana miss?' itu nanti saya juga ngulang lagi."

R : "OK. Kemudian, anak-anak kalau di kelas suka mengajukan pertanyaan ke Miss Wulan tidak?"

T : "Wo...iya, sering banget. Anak SD itu justru sithik-sithik takon miss."

R : "Apakah dalam pertanyaan mereka itu ada tersisip minimal 1 kata dalam Bahasa Inggris miss?"

T : "Iya....ada. soalnya kalau ga ada sama sekali kan saya diemin, nanti mereka tahu sendiri. Ra ketag Cuma 'what' itu mereka mesti ada satu kata. Saya biasain begitu."

R : "Kemudian mengenai koreksi. Apakah Miss Wulan sering memberikan koreksi terhadap siswa? Pembeneran apa yang biasa Miss Wulan berikan pada anak?"

T : "Mungkin kayak pronunciation gitu ya Miss Kristy?"

R : "Iya semacam itu miss."

T : "Sering banget, kalau saya dengar. Misalnya saya meminta anak untuk membaca atau praktek di depan kelas gitu...dan saya dengar ada yang salah...langsung saya koreksi miss. Kalau gak gitu nanti anak begitu terus. Salah. Saya benarkan kemudian nanti diucapkan sama-sama. Pengucapannya itu saya ulang-ulang sampai 4 atau lima kali."

R : "Apakah setelah diberi koreksi, hari berikutnya masih ada kesalahan di tempat yang sama?"

T : "Ya, kadang terjadi juga seperti itu, yang namanya anak-anak kan sering lupa...kalau saya begini miss, koreksi itu ditulis didepan, kalau anak belum hafal bener tidak boleh dihapus."

R : "O gitu....Ya. Kemudian mengenai umpan balik miss. Apakah Miss Wulan memberikan umpan balik ketika di akhir pelajaran kepada siswa?"

T : "Em....umpan balik ya...kalau di akhir pelajaran saya biasa mengulang what we learned hari itu, ngasih PR buat anak-anak. Kalau yang bias dikatakan umpan balik di sini ya saya mengumumkan siapa saja yang mendapatkan bad stamp hari itu, kemudian saya beri saran atau masukan supaya tidak mendapatkan bad stamp besoknya. Ya, maybe something like this."

R : "Menurut pendapat Miss Wulan, umpan balik itu peranannya seperti apa untuk kelancaran PBM? Tujuannya apa?"

T : "Sebenarnya itu termasuk dalam cara memotivasi anak supaya lebih rajin dan berusaha maju dalam konteks belajar Bahasa Inggris."

R : "Untuk masalah manajemen kelas, apa yang Miss Wulan lakukan untuk mengatur kelas menjadi sekondusif mungkin? Misalnya: saat ada siswa ngobrol sendiri ketika guru menjelaskan/ ketika member tugas."

T : "Okey, kalau suasana kelas rame dan tidak hanya satu atau dua anak saja, kadang Cuma diam saja di depan tanpa ngomong apa-apa nunggu mereka sadar. Kadang juga saya minta attention mereka dengan bilang 'attention, please. Keep silent' atau bias juga dengan 'hands on table.' Nanti anak-anak mengikuti."

R : "Bagaimana kalau yang ramai itu hanya satu atau dua anak saja?"

T : "Kalau Cuma satu anak saja, saya bias langsung kasih peringatan ke anak itu."

R : "E...pernah saya dengar atau bahkan sering kalau ada yang rame Miss Wulan mengatakan warning untuk siswa itu aturannya seperti apa miss?"

T : "Eh...miss pernah dengar. Dari siswa atau dari mana miss?"

R : "Saya pernah lihat sendiri di kelas. Ada juga siswa yang bilang ke saya."

- T : "Oh...warning itu saya berikan ketika dia...siswa ada yang jalan-jalan, ngobrol, susah di atur..itu nanti saya begini...kalau saya sudah bilang 'warning....warning' nah di situ nanti anak-anak sudah memperhatikan saya....'wah siapa ini nanti yang mau dapat warning?' itu nanti saya panggil namanya...kalau sampai tiga kali dia belum bilang 'yes, miss' dia nanti dapat bad stamp. Misalnya begini: 'warning...faiz...anak-anak lain mulai menghitung setelah sata panggil namanya...faiz...one...faiz...two....faiz...three, kalau sampai tiga hitungan, nah dia dapat bad stamp. Jadi di sini cepet-cepetan bilang 'yes, miss.' Aja."
- R : "Kalau dia dapat bad stamp itu nantinya jadi gimana miss? Artinya apa?"
- T : "Kalau dapat bad stamp otomatis dia dapat ilai minus, oleh karena itu dia harus berusaha mendapatkan good stamp supaya bad stamp nya hilang. Sebenarnya ini bukan peringatan yang istilahnya mengancam anak gitu ya miss. Ini hanyalah salah satu treatment aja supaya anak-anak memperhatikan. Jujur saja, saya itu selalu berusaha member peringatan pada anak dengan cara sehalus mungkin, jadi anak tidak merasa wah, aku bar dimarahi, gitu gak. Saya itu jaran sekali marah, karena tujuan saya mengajar itu supaya anak itu: satu, anak suka dengan gurunya. Yang kedua, anak suka dengan pelajarnya."
- R : "Selain peringatan, apakah Miss Wulan memberikan penghargaan pada siswa?"
- T : "Iya....reward itu tidak selalu saya berikan ndak nantinya anak Cuma mengharapkan dikasih reward."
- R : "Reward nya berupa apa miss?"
- T : "Kalau saya macam-macam ada yang berupa nilai plus. Kalau anak-anak sudah memiliki 10 stamps nanti bias ditukar dengan nilai atau kalau bentuknya barang bias pen atau pencil atau sak duwene, soalnya cari reward itu lama-lama susah je. Tapi jangan sekali-kali member reward itu berupa permen atau makanan. Anak-anak bias terus jadi nawar. Miss, aku besok ini aja reward nya...mintanya macem-macam diluar yang sudah ditentukan kita. Kadang rewardnya itu saya tulis di buku kalau reward nya berupa pujian 'good atau very good' untuk tugas-tugas ringan. Dengan begitu anak akan semakin semangat untuk belajar. Metode ini sangat efektif sekali lho miss, saya sudah mencoba dan saya masih pakai sampai sekarang."
- R : "Iya, saya juga melihat sendiri, bahwa proses pembelajarannya sangat menyenangkan dan motivated sekali. Ini akan jadi referensi buat saya miss. Terima kasih miss waktu dan informasinya."
- T : "OK, no problem."

Interview 2

Teacher's Name : Mrs Sri Rohmah
Time : 08.15 / August 31.2010
Place : Hall

- R : "Menurut pendapat ibu, bahasa atau ucapan-ucapan yang diucapkan di kelas itu berupa apa saja?"
- T : "Yang diucapkan...."
- R : "Di kelas. Waktu mengajar misalnya.....penjelasan materi...."
- T : "Ya, penjelasan materi itu sudah pasti, salam yang paling awal kemudian menjelaskan materi, ya...bertanya siswa juga"
- R : "Apakah ibu juga menyampaikan banyak perintah pada siswa?"
- T : "Iya, pasti. Setelah penyampaian materi itu kadang saya meminta siswa menjawab atau mengerjakan sesuatu yang berhubungan dengan materi yang saya sampaikan tadi"
- R : "Antara penjelasan materi dengan pemberian perintah kepada siswa, mana yang lebih banyak ibu ucapkan saat mengajar"
- T : "Saya lebih banyak perintahnya daripada terlalu banyak menjelaskan. Lha, nanti usah saya menjelaskan banyak-banyak ternyata anak tidak memahami apa yang saya sampaikan kan malah sia-sia. Jadi sedikit saya menjelaskan saya langsung bertanya atau meminta anak sekedar beri contoh singkat tentang yang baru saya jelaskan....ya untuk sekilas membuat daya tangkap anak bertambah gitu mbak. E....dalam Bahasa Inggris?"
- R : "Iya....baik dalam Bahasa Indonesia maupun Bahasa Inggris yang biasa ibu sampaikan di kelas"
- T : "Ya...tergantung materinya no mbak. Kalau materinya perlu penjelasan tentu banyak penjelasannya"
- R : "Materi yang perlu banyak penjelasan itu seperti apa bu contohnya?"
- T : "Pola kalimat itu anak-anak masih perlu banyak penjelasan, penggunaan-penggunaan kata kerja, bermacam-macam text, ya....materi-materi semacam itu perlu banyak sekali penjelasan"
- R : "Materi yang perlu banyak penjelasan itu seperti apa bu contohnya?"
- T : "Pola kalimat itu anak-anak masih perlu banyak penjelasan, penggunaan-penggunaan kata kerja, bermacam-macam text, ya....materi-materi semacam itu perlu banyak sekali penjelasan"
- R : "Ketika memberi penjelasan yang porsinya banyak seperti ini, ibu lebih banyak menggunakan Bahasa Inggris atau Bahasa Indonesia"
- T : "Tergantung materinya juga mbak. Kalau misalnya materi tentang pola kalimat semacamnya saya pakai Bahasa Indonesia, karena mereka itu sudah tidak paham dengan yang dimaksud nanti kalau saya menggunakan Bahasa Inggris takutnya mereka tidak menerima point yang dimaksud, ya seperti itu"

R : “Kalau kita membicarakan tentang Bahasa yang diucapkan itu pengaruhnya seberapa jauh buat anak? E...misalnya seorang guru berbicara dengan Bahasa Inggris,saat mengajar...., nah.....kadang-kadang kan ucapannya itu diartikan ke dalam Bahasa Indonesia. Yang saya maksud disini adalah apakah penggunaan bahasa yang guru ucapkan saat mengajar tersebut memiliki pengaruh penting terhadap pemahaman anak?”

T : “E...ya jelas no. kalau pakai Bahasa Inggris kan kadang anak gak paham ya, mbak. Kita translate ke Bahasa Indonesia agar mereka lebih paham. Tentang apa yang harus....apa...e... apa yang harus mereka kerjakan. Kadang kalau jadi ya kita harus kasih tahu apa yang mereka harus lakukan”

R : “Jadi disini menurut ibu, seorang guru itu harus berbicara banyak di kelas?”

T : “Iya....”

R : “Kalau dibandingkan dengan kesempatan siswa berbicara di kelas, gimana bu?”

T : “Maksudnya gimana?”

R : “Dalam proses pembelajaran di kelas, apakah ibu sering memberikan kesempatan kepada siswa untuk berbicara?”

T : “Iyaa....kalau mau ada yang bertanya, silahkan....kalau ada kesulitan....silahkan....begitu. ya...saya selalu bertanyaApakah ada pertanyaan.....Misalnya saya jelaskan terus ‘sudah paham?’ kalau sudah ya...kalau belum ya, mereka bertanya. Kalau ndak ya....’belum bu’, not yet gitu”

R : “Kalau di kelas, siswa suka ada yang bertanya seperti tadi ‘Ada pertanyaan?’, ketika mereka belum paham dengan penjelasan ibu”

T : “Ya, kadang ada juga yang bertanya”

R : “Mereka langsung bertanya kepada ibu atau bagaimana”

T : “Ya, ada yang sebagian juga tanya saya, ada juga yang hanya tanya sama teman-temannya. Kalau saya keliling itu, banyak yang bertanya. Nek saya Cuma di depan itu, kadang mereka....ini....gak berani...he em”

R : “Kalau mereka”

T : “Ya, ada sih satu, dua...yang bertanya, bukannya gak berani. Ya adalah satu dua tunjuk jari bertanya pada saay ketika saya did epan”

R : “Apakah ibu pernah menganjurkan mereka untuk memakai Bahasa Inggris saat bertanya atau terserah anak ingin bertanya dengan Bahasa Indonesia”

T : “Yaa....seh....seharusnya pakai Bahasa Inggris....”

T : “Eh....gimana mbak, tadi sampai dimana tadi?”

R : “Em....tentang anak bertanya yang pada saat tidak memahami biasa langsung ke ibu atau ke teman...tadi cenderung ke teman ya bu...?”

T : “He em”

R : “Kalau ibu cuma di depan, anak gak berani tapi kalau keliling mereka mau bertanya....”

T : “Ya ada sih beberapa yang tanya...Bu ini artinya apa? Gitu. Ada juga beberapa....”

R : “O....kalau mereka tanya, misalnya ‘Bu ini artinya apa?’ terus ibu menjawabnya dalam Bahasa Indonesia juga atau dalam Bahasa Inggris”

T : “He....he...E...kalau saya nganu kok...awal-awal saya nganu kok...ya karena kita belajar Bahasa Inggris ya kita harus coba gunakan dalam Bahasa Inggris. Saya juga selalu menganjurkan begitu di dalam...apa....ketika kita belajar Bahasa Inggris....coba belajar berbicara dengan menggunakan Bahasa Inggris. Tapi kadang-kadang anak-anak takut. Malah, ‘gak jadi bu’...he....he....”

R : “Oya..kemarin itu Rian kalau gak salah ya bu, mau ke belakang”

T : “He em”

R : “Tapi ga jadi....”

T : “Ho oh...karena gak bisa....”

R : “Em...kemudian ini bu, kalau dibandingkan dengan siswa, dalam penerapannya kira-kira perbandingannya berapa banding berapa bicarannya? Prosentase bicarannya?”

T : “Prosentase pembicaraan dalam....”

R : “Bahasa Inggris”

T : “Bahasa Inggris? Anak-anaknya?”

R : “Iya”

T : “Berapa ya, mbak. Kalau pas pelajaran Bahasa Inggris, ya mereka menggunakan Bahasa Inggris. Tapi untuk percakapan yang diluar pelajaran, ya....mereka menggunakan Bahasa Indonesia”

R : “Kalau antara guru dan siswa?”

T : “Antara guru...kalau saya ke siswa biasa menggunakan Bahasa Inggris. Kalau gak jelas baru pakai Bahasa Indonesia. Tapi kalau anak, masih dalam Bahasa Indonesia”

R : “E...disini banyaknya berbicara, apapun bahasanya...kra-kira...e...yang menyangkut materi pelajaran itu, apakah siswa juga banyak berbicara di kelas?”

T : “Sama temen atau sama guru”

R : “Ya, dua-duanya bu. Baik sama guru maupun sama teman-temannya”

T : “Hehehe... berapa ya mbak ya....”

R : “Misalnya mereka bertanya ‘O, bu kok ini harus nya ini’ atau mengeluarkan pendapat...itu....”

T : “E....mungkin banyak gurunya ya mbak ya...ya...mungkin anak sekitar 40-an persen, ya 40 – 30 persenlah mbak”

R : “Berarti perbandingannya 60 : 40 ya bu ya....”

T : “He eh”

R : “OK. Kemudian saat mengajar Bu Rohmah seringnya menggunakan Bahasa Inggris apa Bahasa Indonesia? ”

T : “Saya pakai Bahasa Inggris. Ya nanti kalau mereka gak tahu baru saya pakai Bahasa Indonesia”

R : “Bagaimana cara ibu melihat, o siswa belum mengerti apa yang ibu sampaikan....Bagaimana ibu memutuskan harus memakai Bahasa Indonesia?”

T : “Kalau anak gak tahu Bahasa Inggris?”

R : “Iya. Bagaimana ibu melihat atau mengetahui bahwa ternyata anak belum paham. Apakah dengan bertanya pada mereka atau cukup melihat dari wajah-wajah mereka....kemudian ibu menerjemahkannya ke dalam Bahasa Indonesia”

T : “Ya, kadang mereka gak apa gak melakukan apa yang saya perintahkan, itu mereka gak tahu apa yang harus dikerjakan”

R : “Ini berarti cara ibu mengetahui mereka paham atau belum dengan apa yang ibu sampaikan itu dengan memberikan perintah. Kalau mereka tidak mengerjakan apa yang ibu perintahkan berarti mereka belum paham. Begitu ya bu?”

T : “Iya. Kalau menerangkan itu kok kayaknya mereka gak dong...gitu dengan cara saya menjelaskan gitu, lalu saya translate ke Bahasa Indonesia. Bisa juga dari mimik wajahnya. Biasanya juga saya lagu ‘udah jelas apa belum?’”

R : “Biasanya kalau ditanya begitu anak menjawab atau diam saja? Sudah atau belum begitu”

T : “Biasanya mereka menjawab”

R : “Kemudian mengenai pengulangan. Biasanya saat mengajar, ibu melakukan pengulangan atau tidak? Misalnya: materi ini anak belum jelas, itu biasanya diulang penjelasannya atau hanya contoh-contohnya saja”

T : “Yo, diulang lagi n o mbak. He...he....he....”

R : “Ya....biasanya apa bu, yang diulang? Selain materi”

T : “E...latihan-latihan juga bisa. Kalau ada, ada latihan kok...kok ternyata masih pada banyak yang salah. Kurang jelas gitu, saya kasih latihan yang lebih mudah lagi, yang lebih bisa mereka pahami. Gitu....”

R : “Kalau pengaruhnya sendiri terhadap pemahaman siswanya. Apakah dengan pengulangan yang ibu lakukan ini, ibu melihat kemajuan pemahaman anak terhadap materi yang sedang diajarkan, begitu?”

T : “Ya, tentu no mbak. Itu biasanya mereka terus jadi lebih jelas. Ditanya lagi sudah bisa kalau banyak pengulangan dan juga contoh yang diberikan”

R : “Ya....kalau ibu ingin melakukan pengulangan, biasanya inisiatif sendiri atau ada dari siswa yang meminta diulang”

T : “E....ada yang seperti itu. ‘Bu saya belum jelas’ Nah gitu. Terus saya kasih contoh lain. Gitu ya...biasanya dari mereka”

R : “O...jadi pernah keduanya mempengaruhi ya bu, ... kalau ibu melakukan pengulangan itu apakah ada pertimbangan dengan waktu. Apakah ini akan menghabiskan waktu lama atau tidak, begitu?”

T : “Iya, dengan pertimbangan waktu mbak. Saya kalau mengulang gak dari awal sampai akhir saya ulang semua gitu gak. Ya, seperlunya aja dimana anak tidak paham, di bagian mana ya..saya hanya di bagian itu saja yang diulang”

R : “Ya...kemudian tentang umpan balik di akhir pelajaran atau ketika ada presentasi-presentasi. Maju ke depan misalnya. “Apakah ibu memberikannya atau tidak?”

T : “Sedikit mbak, biasanya saya benarkan, e...pronunciation mereka”

R : “Pembenaran pronunciation yang dimaksud itu waktu mereka membaca atau maju ke depan, kalau dengar ada yang salah itu langsung dibetulkan atau nanti setelah selesai persentasinya”

T : “OK. Kadang-kadang....apa...ketika mereka maju, dengan pertimbangan nanti ndak lupa, tapi biasanya saya catat dariapa...yang sudah maju saya catet mana yang salah. Nanti pada akhir presentasi...saya umumkan lihai itu...ini kira-kira pronouncenya gimana yang bener gitu”

R : “E....setelah selesai presentasinya itu maksudnya setelah semua siswa presentasi atau 1 kali presentasi selesai?”

T : “E...kalau conversation itu saya biasanya minta script...script conversationnya. Nanti saya benarkan. Yang salah saya benarkan atau sebelum mereka maju saya benarkan dulu”

R : “O...jadi itu nanti scriptnya dilihat dulu, kalau ada yang salah diben erin sekalian, jadi nanti mereka maju sudah dalam bentuk yang benar?”

T : “Ho ..oh. gitu”

R : “OK...kalau itu...misalnya tadi ada koreksi-koreksi semacam pronunciation gitu...apakah hari berikutnya masih sering terjadi kesalahan lagi, di tempat yang sama? Misalnya pronunciation hari ini dibenarkan....”

T : “O...iya...masih sering. Namanya belajarkan gak harus mesti perfect. Kita aja juga masih salah kok. Namanya anak-anak kadang juga lupa juga”

R : “He...he....he... menurut pendapat ibu, peranan koreksi itu sendiri berpengaruh sama anak tidak bu, seperti komentar-komentar guru....”

T : “Iya, berpengaruh juga. Tapi ya ada beberapa anak sing kemarin udah dibenerin besoknya salah lagi ya tetep ada. Memang ada beberapa anak sing sudah donk, dikasih tahu ini salah ya besok udah sesuai dengan yang dibenarkan. Tapi ada juga yang masih tetep salah”

R : “O..ya..ya kalau misalnya ibu memberi tugas pada anak setelah penjelasan di kelas seperti kemarin ada beberapa pertanyaan di buku atau di LKS. Itu waktu membahasnya, kalau ada anak yang salah menjawab, nanti pembenarannya ditanyain ke satu kelas dulu atau dibenerin langsung sama ibu”

T : “Ya, saya tanya ke kelas dulu...ini bener ga.... Gitu. Atau ditanyakan ke temennya gitu, temennya yang lain maksudnya”

R : “Nanti kalau tidak ada yang bisa menjawab apakah ibu menjawabnya sendiri”

T : “ya nanti dicari dulu, dari paragraf mana, tolong dilihat lagi paragraf ini, jadi gak langsung dijawab lihat paragraf ini baris ini, kan gitu”

R : “Kalau mau menjawab pertanyaan, siswanya biasanya ditunjuk atau angkat tangan?”

T : “Ada yang angkat tangan kaya yang di 8 J kemarin itu. Kelas itu emang agak aktif. Tapi ada juga yang harus ditunjuk, gitu”

R : “O...bagaimana cara ibu memotivasi siswa untuk mau mencoba berbahasa Inggris di kelas”

T : “Em...mengajaknya? Ya, kalian sekolah disini belajar Bahasa Inggris, harus belajar berbicara menggunakan Bahasa Inggris, gitu, karena kan kalian anak RSBI jadi Bahasa Inggrisnya harus bagus. Gitu ”

R : "Dengan pengarahan-pengarahan gitu bu?"
T : "He em"
R : "Saat ini memberi motivasi mengajak siswa ini, ibu menyampaikannya dalam Bahasa Inggris atau Bahasa Indonesia"
T : "Biasanya Bahasa Indonesia"
R : "Kemudian selanjutnya tentang...e....bagaimana membuat kelas sekondusif mungkin. Misalnya ada yang ramai, ...saat ibu menjelaskan ada banyak anak yang tidak mendengarkan. Bagaimana ibu mengatasinya?"
T : "Saya tegur mbak. Saya tegur"
R : "Kalau yang ramai itu banyak dengan teguran seperti apa bu"
T : "O....ya....'Sudah cukup ramainya?' 'Bisa dilanjutkan?' begitu"
R : "Selain dengan menegur apakah ada cara lain yang biasa ibu gunakan untuk mengingatkan siswa supaya mendengarkan kembali"
T : "Oya...saya kasih pertanyaan, suruh jawab atau suruh mengerjakan apa gitu"
R : "Nanti dengan begitu kemudian anak-anak sadar. 'O ternyata aku ramai makanya terus disuruh'"
T : "O...kadang saya Cuma liat...gitu...nanti sudah krasa sendiri, he he he"
R : "He he ...iya..iya saya kira cukup bu...."
T : "Gitu...."
R : "Iya, terima kasih waktunya bu"
T : "Sama-sama, mbak, semoga bermanfaat"

Interview 3

Nama : Sri Sarjiati
Place : Teacher's room
Time : 07.30 a.m

R : "Menurut pendapat ibu, apakah bahasa yang guru ucapkan dikelas berpengaruh terhadap kelancaran proses belajar mengajar?"
T : "Ehem...ya...saya menggunakan Bahasa Inggris dalam pembelajaran itu saya sesuaikan dengan, e...istilah kata-kata yang saya pakai itu kata-kata yang biasa sehari-hari mereka dengar. Ya, saya yakin anak-anak paham dan itu lancar. Anak paham dengan apa yang saya sampaikan karena itu hanya instruksi-instruksi ringan. Yang itu saya pikir saya pakai sehari-hari."
R : "Bahasa yang biasa ibu sampaikan dikelas biasanya berupa apa?"
T : "E....explanation of the lesson. Penjelasan dalam Misalnya ...e... misalnya, ya saya menjelaskan narrative. Narrative itu yang untuk memancing mereka paham dengan the content of the reading text misalnya : lha itu questionnya juga saya sampaikan itu English. Jadi selain instruction...jadi apa-apa yang terkait dengan pembelajaran itu apa ya...sudah... sudah tercover gitu lho mbak. Sudah otomatis gitu lho. Maka, memang saya bisa menggunakan English dalam mengajar kecuali memang dalam hal-hal tertentu yang mungkin anak itu perlu lebih paham, e...perlu memahami lebih lanjut, itu saya kadang-kadang meng-explain dalam Bahasa Indonesia. Tapi saya membiasakan untuk berbicara Bahasa Inggris supaya saya bisa menjadi model untuk mereka, sehingga mereka terpancing untuk mengerti, mendengarkan. Selain itu juga mereka bisa berlatih untuk mendengarkan. Gitu..."
R : "Menurut ibu, apakah seorang guru harus berbicara banyak dikelas atau membuat siswa lebih banyak aktif?"
T : "uh...uh....Ok. Sebenarnya tidak, guru itu seharusnya jadi fasilitator. Kalau saya kemarin itu, nah kalau saya amat memang agak terlalu banyak bicara saya, terutama dalam meng-encourage student dalam me... karena memang ada butuh-butuh saya instruksi-instruksinya itu lho mbak yang...yang kalau tidak selalu dipantau ini perintahnya begini, ini perintahnya begini itu kan anak cenderung diam. Hanya kebetulan memang materi yang anda teliti itu kebetulan yang reading text e.... pas listening, yang itu saya menggunakan banyak ngomong karena saya belum ada recording-nya. Jadi itu buku baru yang baru diterbitkan oleh Erlangga yang belum ada recording-nya. Kalau ada recording-nya saya hanya akan apa... menggunakan recording-nya, jadi sebenarnya guru itu hanya menjadi fasilitator saja. Sebaliknya, siswa yang harus banyak berbicara. Pengalaman yang pernah saya lakukan, ketika materi itu...e.. kemarin yang pernah saya lakukan itu.. narrative presentasi. Dalam narrative presentasi mereka kan membuat Power Point. Kemudian mereka bercerita di depan, kemudian ada pertanyaan, question and answer. Lha....question and answer itu harapan saya siswa akan mengungkapkan pertanyaan, e... mengungkapkan ide. Di situ, tujuan saya, mereka menggunakan English untuk menyampaikan pendapat, memberi saran. Kemudian presenter, itu tidak hanya menjawab sekedar apa yang tertulis...e... cerita yang panjang ya... kemudian ada pertanyaan "When did the story e... When did the complication begin?" misalnya, "Kapan komplikasi itu dimulai atau muncul?" lha, saya setelah itu kan, harapan saya presentasi tidak hanya membaca slide tetapi dia menyimpulkan, sehingga dari dia, dia bisa membuat kesimpulan dari bacaan yang ada, dari slide, satu slide yang ada misalnya itu kemudian dia menyimpulkan seberapa jauh mereka menggunakan Bahasa Inggris nya. Menggunakan kalimatnya sendiri dalam menyimpulkan. Nah, itu tujuan saya, meskipun ternyata itu juga tidak mudah. Dalam bertanya, anak-anak yang, yang audience-nya itu bertanya itu juga butuh bantuan. Ketika membuat pertanyaan masih banyak, e....mungkin secara grammatical itu kurang bener itu tugas kita untuk membenarkannya, jadi kadang-kadang saya memang, saya cut, saya benarkan sekalian karena kadang-kadang anak-anak lupa kalau tidak dibenarkan sekalian."
R : "Jadi kalau ibu memberi koreksi selalu langsung gitu ya bu?"
T : "He em.... Saya langsung karena tujuan saya bisa ingat, karena kadang-kadang saya juga lupa mbak kalau tidak saya tuliskan, O.... ini koreksinya bagian ini-ini saya juga lupa gitu lho. Nah padahal saya harus memantau,

- kadang saya harus ...apa...ke siswa yang bertanya itu.. Kadang siswa bertanya...em... Bu? Gimana ya Bu, me... membuat pertanyaan mengapa bangunan Tembok Cina itu dibangun di area pegunungan?" itu susunannya gimana ya bu ya?" A... itu...itu saya disitu saya harus membantu gitu lho. Jadi istilahnya anak-anak itu tidak, belum bisa dilepas sendiri seperti mungkin mahasiswa atau apa yang presentasi itu langsung bisa berjalan dengan lancar, belum-belum bisa sebetulnya, masih harus dalam pemantauan. Dalam arti bagaimana mereka menyusun kalimat pertanyaan, bagaimana saya harus mengencourage. Kadang-kadang siswa itu *keep silent*, diam saya. Saya akan, saya akan memancing supaya dia bertanya dan pancingan saya itu dalam Bahasa Indonesia supaya dia meng-*create* sendiri *in English*, gitu. "Sebenarnya, saya tau banyak sekali pertanyaan yang bisa disampaikan, hanya masalahnya anda gak yakin apa pertanyaan saya ini benar apa gak ya?" Nah, gitu. Nah, kemudian saya...nah distu peran saya untuk meng-*encourage*, memotivasi supaya mereka mau bertanya. Dan motivasi yang terbesar itu karena saya akan memberikan nilai tambahan untuk bagi yang bertanya, itu."
- R : "Iya, saya memang melihat dikelas, siswa-siswa cukup aktif berusaha mengungkapkan ide mereka dalam Bahasa Inggris. Apakah ibu menganjurkan mereka untuk selalu berbicara dalam Bahasa Inggris untuk berkomunikasi di kelas?"
- T : "Iya, always, always... "*Say in English, Everywhere.*" Dimanapun saya selalu memotivasi siswa, ketika di dalam ruang guru pun mereka bertanya tentang meja guru yang lain mungkin, ketika dia bertanya pada saya, saya selalu ...e..."*Would you say in English, please?*" dan mereka sering bilang "aduh, mom gimana?" "*Don't be afraid of making mistake.*" Saya bilang, saya akan berikan contohnya, "*Could you tell me Mr.Sartono's table?*" nah... ulangi lagi, ulangi lagi sampai dia itu bisa sampai dia lancar, sampai 3 atau 4 kali."
- R : "Meskipun diluar kelas?"
- T : "Iya...iya saya begitu, e...*when they are late and then* "Bu, maaf saya terlambat." *Say in English please*, ilangi lagi. Ulangi lagi, "*Why?*", "aduh, kenapa ya?", dia cari-cari alasan. "*Say in English*" "saya, bangun kesiangan apa bu Bahasa Inggrisnya?" Nah gitu, saya beritahu, "*I'm sorry of being late because I woke up late.*" Lha...terus baru mereka ulangi. Ulangi sampai kamu bisa, ulangi lagi. *Next time* kalau ada apa...e...apa kebetulan kok terlambat lagi itu sudah harus bisa, sudah tidak saya pandu lagi."
- R : "Itu berarti berikutnya kalau terjadi lagi sudah memakai Bahasa Inggris?"
- T : "He...em... Iya, harapan saya *excuse in English*. Ketika dia mau ke kamar mandi saya harus *stop*, tidak. Tidak, Bu, maaf mau ke kamar mandi tapi *say in English please*. Saya selalu begitu. Terus..."Aduh, gimana ya bu?", mesti begitu "lho, kok aduh to, coba saja, kamu bisa kamu bisa, hanya belum mencoba," *May I go to a toilet, mom?*", "*Oh no. May I go to the restroom?*" saya bilang gitu. Ulangi coba,,ulangi. Jadi hanya pengulangan-pengulangan. Saya minta mereka mengulang supaya nyentel."
- R : "Saya juga melihat ada siswa (Landung), dia jarang ngomong ya bu?"
- T : "Iya, Landung memang jarang."
- R : "Khusus untuk siswa seperti itu ibu memberikan treatment khusus?"
- T : "Iya, berupa pancingan sampai dia merasa dia harus ngomong. Dia memang jarang ngomong, Baru sekali saya dengar dia itu maju ngomong he... ya, memang karakternya anak itu berbeda-beda. Dia karakternya memang pendiam. Lha karakter pendiam itu, untuk mendongkrak supaya dia mau ngomong itu sulit perhatian, ya, misalnya, *I give an example e... what is it, a sentence for an example, I always try to use the name*, tapi saya menggunakan Kemudian....."ha..ha.. aku merasa diperhatikan." Nah, dengan dia merasa diperhatikan itu kemudian kan berusaha menang. Tapi *I never get angry with my student whatever they do* hanya saya, misalnya saya marah itu saya..."*hey, what are you doing there? Do you listen to me?*" misalnya begitu. Itu saya menggunakan kata itu. Misalnya ndilalah kata *vocabulary afraid of, afraid of* itu diikuti *verb-ing* kan gitu misalnya. Misalnya Buyung kan punya pacar gitu ya, saya pakai "*Buyung is afraid of getting married now*, yang kaya gitu. Jadi, wah apik tenan iki contone, he..he... jadi sesuatu yang saya kaitkan dengan *their real life* gitu lho. Misalnya mburi mung ngobrol ae, ngomong atau bicara yang lain atau tidak konsentrasi, itu saya bikin kalimatnya juga tadi saya....ndilalah pas gitu ya saya kaitkan dengan itu. Itu nanti mereka terus...Oya...kalus memperhatikan. Kemudian kadang saya bilang, "Bu Sri seperti itu bukan berarti Bu Sri itu benci sama kalian, saya ingin kalian itu memberi perhatian, kalau kamu pintar kan yang pakai kamu sendiri, bukan Bu Sri. Bu Sri ki gak dirungokke rapopo kok, ning engko sing rugi kamu sendiri. Kamu kesini pake biaya. Kalau saya gitu, itu dalam rangka meng-*encouraget* bicara. Ya, *so many ways*. Ya....."
- R : "Jadi kalau mereka ramai dan tidak konsentrasi ibu selalu memberi peringatan plus pengarahan-pengarahan begitu ya bu?"
- T : "Iya... Misalnya kaya Yopa. Yopa itu kan konsentrasinya sulit mbak. Dia selalu tidak...apa ya... ketika ada...em... diberi materi itu tu ingin kalau gak ngantuk. Itu kan kelihatan dari pandangan mata guru, itu akan hafal sekali dengan apa yang dilakukan siswa di belakang meskipun dia itu antuk-antuk atau sebenarnya dia itu melakukan sesuatu itu sebenarnya tau... na... saya me... apa... dengan saya.... "*Yopa, can you give me an example?*", misalnya, ya kaya gitu. Dan saya... bahasanya tidak...e...saya buat apa ya...em...*tone*...apa namanya...informasi...informasi saya itu landai gitu lho, sehingga seolah-olah saya sok-sok ada sesuatu yang membuat saya dongkol mbak, tapi nada saya untuk menegurnya itu saya buat yang seenak mungkin. Itu sulit mbak, sulit. "*Hey, what are you going there?*" Gitu. Itu jane saya ndongkol banget, tapi disitu, saya, intonasinya saya buat bagaimana supaya mereka tidak tersinggung. Saya hanya dengan English itu kan sudah mengurangi...apa... berbeda lho, coba dengan ketika saya tidak suka dibuat marah dengan Bahasa Jawa itu akan lain lagi. Coba kalau pake Bahasa Inggris itu akan lebih gak kentara."
- R : "Apakah siswa yang ramai dan suka ngomong sendiri itu sebenarnya identik tidak mengerti?"
- T : "Ya, sebenarnya mereka itu ramai karena mereka tidak mengerti. Anak-anak yang ramai itu nek saya mengamati itu ada beberapa kemungkinan. 1) mungkin karena jenuh, yang ke 2) mungkin karena duduk dibelakang jadi tambah bosen, iya gak, njenengan mungkin bisa merasakan ketika dibelakang kemudian mungkin suara saya kurang sampai karena mungkin kondisi gurunya lebih jadi suara gak nyampai, itu juga membuat anak jadi kayaknya bosen gitu lho. Lha...kebosanan itu menyebabkan tidak konsentrasi pada pelajaran, itu yang pertama. Kalau yang kedua kemungkinan anak itu ketika rame itu karena tidak paham, sama sekali gak paham, sehingga

- mau bertanya takut, mau bertanya tidak bisa bertanya atau enggan bertanya, dst. Intinya itu kalau saya amati. Atau saya berusaha untuk bagaimana menjadi guru yang disenangi siswa artinya : *I never angry, I always try to encourage students, I always give appreciation to the student*, dan ketika dia salah saya kasih hukuman ya tapi hukuman yang mendidik misalnya, “Ok, sekarang kamu bikin kalimat yang begini, “waduh”, coba sekarang kamu maju. “Kayak gitu lho...oh...nek ngono kui berarti kalimat ngene ki salah. Aku kon maju...o...itu dia akan, o.... itu salah sesuatu yang salah.”
- R : “Mereka kalau dikelas, ada yang sering bertanya gak?”
- T : “Ya, ada dikelas...nek saya dikelas X berapa X2 e.... X3 itu Fajri yang juga dia sesuatu tidak paham itu atau biasanya “Bu, maaf kalau ini gimana ya, kalau begini-begini gimana, kadang-kadang bertanya terus ada mbak Mercy X2 itu.... X1 po yow itu kalau...bahkan dia pinjem buku-buku saya untuk dicopy, “Bu, gimana ya bu, saya itu pengen bisa ngomong tapi kesulitannya itu menggugah... menggugah, jadi katakanlah mengkonekkan antara yang diotak dengan yang dimulut itu jadi susah gitu lho. “Lha itu hanya masalah kebiasaan saja”, makanya kalau kamu belajar dirumah itu harus *drilling oral*, ini mulut kamu ini drill terus, jadi pengulangan-pengulangan berulang-ulang itu nanti otomatis mba.”Ibaratnya orang ngetik, itu apa ketika orang memasukan memori itu dengan pengulangan-pengulangan itu, itu otomatis dia meluncur sendiri “terus bagaimana caranya?”, dia bilang gitu. Kamu kan sudah saya....dari basic, saya bilang gitu,” anda tau penggunaan *to be* SMA, ketika kamu membuat pertanyaan kamu kadangkala bingung antara menggunakan *do/does/did* atau menggunakan *is/am/are*?” saya bilang gitu. Kamu harus kenali dulu predikatnya kata benda atau kata kerja, sifat atau keterangan. Ya, begitu, terus kamu ulang-ulang. Saya kasih contoh :
“*I am a student. My fatjher is a teacher. My mother is a housewife. Is your father a teacher?. Is your mother a housewife? Dsb.*” Tapi konsekuensinya kamu lelah.”
- R : “Apakah mereka selalu bertanya dalam Bahasa Inggris?”
- T : “Tidak, kadang-kadang pakai Bahasa Indonesia. Oia... kadang kalau mereka mimpin do’a itu dulu kan mereka = *Before we start our lesson lets pray together*. Itu tidak salah tetapi kan gambit yang bisa kita tiru. Orang asing ketika memimpin sebuah do’a, mereka mengatakan begini = *before we start our lessom, let say with a moment of silent prayer shall we please*. Kemudian kalau sudah selesai jangan *it is enough* tapi *thank you* atau *amin*. Itu, itu mereka sudah melakukan, begitu gambitnya. Kita tiru saja wong kita itu Bahasa Inggrisnya bisanya memang tiru-tiru kok. Kan kita tiru-tiru, saya bilang gitu. O, orang asing begitu ngomongnya, ungkapan nya gini, ya kita niru, gitu lho.”
- R : “Iya, saya amati juga anak-anak sudah lancar memimpin do’a.”
- T : “Iya, sudah lancar. Memang itu harus dihafalkan. Ya, saya itu sebenarnya inginnya berputar, giliran setiap siswa. Cuma ketika sudah dimulai itu ketuanya langsung memimpin biasanya. *The chairman of the class*. Tapi semua bisa awal-awal dulu kita selalu bareng mengungkapkannya bersama jadi = *before we start our lesson let say with a moment of silent prayer* supaya mereka mengucapkan gitu.”
- R : “Ya, jadi mereka memang perlu *drilling* berulang-ulang gitu ya bu, supaya lidah nya luwes dalam bicara Bahasa Inggris?”
- T : “Iya... He....em...”
- R : “Kemudian kembali ke perbandingan dengan siswa, menurut ibu prosentase nya berapa?”
- T : “He....em.. kalau prosentasenya lebih banyak gurunya. Dalam arti kan nek guru, ketika jeda-jeda tertentu kan harus bisa memberi apa ya.... Masukan, memberi apa ya... ya katakanlah guru harus bisa jadi model. Jadi ketika, suatu ketika anak mengalami kejenuhan, jenuh...udah jam terakhir, kalau gak di anu... lemes, gak ada semangat, itu kan guru disitu harus...bagaimana, kadang saya kasih lagu mbak atau saya begini, saya berikan begini = *She’ll be coming round the mountain when she come. She’ll be coming round the mountain when she come*. Itu kan, jangan menulis, diikuti aja, diulang. *Should we riding seat war horses when she comes*. Terus kalau diulang dengan cepat kaya gitu. Kan mereka terus melek gitu lho, itu lho yang, yang begitu-begitu. Ketika anak dalam kondisi sudah capek, sudah itu perlu. Jadi guru memang banyak omong, mbak. Nah, kalau siswanya, itu misalnya, ketika presentasi, disitu mereka porsinya lebih banyak. Saya hanya meng-*encourage*, tetapi juga harus memberi cara, contoh, memancing mereka bertanya. Lha...saya kadang-kadang bilang...”Sebenarnya banyak lho pertanyaan yang bisa kalian buat.” Saya, kadang-kadang mereka itu, apa...*know-ledgenya* terpendam gitu mbak. Terpendam gitu lho, jadi untuk *merecall* kembali itu kan sulit, nek itu nek ra dipancing susah, maka peran guru disitu, harus bisa memancing.”
- R : “Kalau menurut ibu, perbandingan idealnya kira-kira berapa?”
- T : “Ya... kalau saya ya idealnya *not to much*, tidak terlalu banyak bicara dan nanti anak-anak ada interaksi antara siswa dengan siswa yang lebih banyak ya, tapi dalam konteks pembelajaran, anak-anak itu masih belum cukup mempunyai kemampuan untuk atau kepercayaan diri untuk berbicara sehingga masih diperlukan bantuan guru untuk mendorong mereka mau bicara. Dengan begitu guru juga harus pandai banyak punya pertanyaan cara untuk...ini...lha apa ya... cara guru...inovasi guru untuk mendorong siswanya supaya mau ngomong itu, mau bicara itu juga diperlukan strategi juga mbak.”
- R : “Jadi meskipun bagaimana caranya kesempatan bicara antara guru dan siswa itu diseimbangkan tetap saja guru harus banyak bicara?”
- T : “I’ya... tetap peran guru juga, karena fungsi guru disitu bagaimana : (1) memancing untuk dia bisa berbicara, karena siswa selama ini itu banyak knowleadge nya sudah diterima tetapi terpendam, karena apa? Karena untuk *merecallnya*. Sebenarnya pembelajaran yang saya pegang itu tujuannya untuk *merecall* apa yang sudah mereka dapat. Tetapi pada kenyataannya tidak semudah yang saya bayangkan juga karena terpendamnya itu dibutuhkan apa ya,... *merecall*... mengungkapkan kembali gitu lho ilmu yang sudah mereka punya, aturan-aturan main yang sudah mereka punya itu kan harus *direcall*. Karena kan karakter anak yang berbeda-beda, jadi itu juga disebabkan karena karakter anak yang satu mungkin pendiam. Kalau anak yang biasa ngomong, biasa bertanya itu akan lebih mudah mengungkapkan pertanyaan.”

- R : “Tadi di awal itu mengatakan selalu mengajar memakai English ya bu, meskipun ada yang di *translate* ke Bahasa Indonesia. Nah, bagaimana ibu memutuskan akan menggunakan Bahasa Inggris atau Bahasa Indonesia? Kira-kira apa yang membuat ibu menggunakan Bahasa tersebut?”
- T : “Ya, saya, kalau saya *just depends on the situation* mbak. Tergantung pada situasinya, ketika...em...saya... kosakata untuk itu kok saya gak pas ya, mau saya mengungkapkan dengan kata itu kok gak yakin ya... saya lebih suka translite ke Bahasa Indonesia. Jadi kalau hal-hal masalah *interaction*, masalah kalimat sehari-hari itu kan sudah biasa, gitu, ya...karena tujuan saya bisa menjadi model anak dan anak bisa suka dengan (1) suka dengan gurunya, yang ke (2) suka dengan pelajarannya, sehingga dia termotivasi. Karena pengalamannya saya dulu juga gitu. Ketika saya suka dengan gurunya maka saya akan belajar dengan sebaik-baiknya gitu lho. Saya dulu begitu. Jadi saya jadi terinspirasi karena saya pernah jadi siswa dan saya suka terhadap guru Bahasa Inggris saya, sehingga saya mengambil jurusan Bahasa Inggris gitu lho.”
- R : “Iya, biasanya bermula dari gurunya.”
- T : “Iya, terobsesi. Jadi guru itu memang harus mengesan di benak anak gitu lho. Bener-bener harus mengesan, *be friendly, everywhere*...ya...apa misalnya hanya sedikit itu memperhatikan hal yang kecil, kita *care* gitu...ya, guru harus pandai memotivasi entah diluar atau didalam pelajaran, say hello dijalan ya, misalnya harus berhenti sebentar untuk ngobrol untuk bertanya suatu hal.”
- R : “Ya, beberapa waktu lalu ketika saya dengan ibu berjalan menuju kelas kemudian ada dua siswa yang anda sapa dengan Bahasa Inggris?”
- T : “Ya, itulah gap yang terjadi, apa to waktu itu, saya lupa. Pernah juga anak kelas XI bilang...”Bu, boleh gak kalau saya pinjam telpon sekolah?” saya jawab, “*Please, say in English.*” Dia juga bingung, “Gimana buk, aduh gimana?”. Ok, saya akan kasih contoh, “*Can I atau may I borrow the school telephone?*”, *there is OSIS meeting* kalau gak salah. Nah itu baru ulang lagi-ulang lagi. Saya selalu gitu *repeat again and again.*”
- R : “Jadi setiap siswa yang bertemu ibu harus siap?”
- T : “Iya, harus siap, saya bilang, justru harusnya kalian senang kalau ketemu saya. Kalau kamu takut ketemu saya ndak diminta ngomong Inggris, nah itu kamu gak akan pernah maju, gitu.”
- R : “Kembali ke kelas bu, tadi ibu mengatakan bahwa saat ibu mengajar ibu selalu berusaha membuat siswa memahami apa yang ibu sampaikan. Yang ingin saya tanyakan adalah bagaimana ibu menyakinkan diri sendiri kalau siswa sudah paham?”
- T : “Iya, saya mengeceknya biasanya kan saya selalu bertanya berulang-ulang, “*Do you understand?*” sering, itu sampai kadang berkali-kali, nah itu memang harus dicek seberapa di apaham. Lha itu kadang-kadang pengecekan saya, saya sendiri merasakan kurang juga. Itu nanti dalam tes. Tetapi secara individual, misalnya dia mengerjakan sesuatu atau misalnya ada task untuk *practice* melakukan sesuatu, saya akan *go around the class*, saya akan cek bagaimana grammarnya, lha dia itu nanti pasti akan mengungkapkan sesuatu, misalnya : “Bu, kok saya gak dong ya yang ini?”, gitu. Justru akan lebih efektif ketika anak itu mengungkapkan pertanyaan sendiri tidak secara *classical* tapi sendiri. Ya, harapan saya ketika saya menjelaskan yang disini, siswa yang disana tidak ramai, mereka juga mengerjakan task nya gitu lho. Tapi kan disini masih mending mbak daripada disekolah lain. Kalau di SMA ini lumayan masih bisa ditangani.. Jadi intinya pengecekan saya itu hanya pada tes. Sebenarnya tesnya itu per KD ya mbak. Narrative gitu, satu KD kan narrative. Jadi setelah 1 narrative selesai baru tes 1 descriptive selesai tes lagi gitu. Tapi saya untuk menyakinkannya juga nganu mbak.... Misalnya *generic structure* nya... saya....”untuk apa sih kok kamu harus tau *generic structure*, *structure* kalimat tu untuk apa to? Ini fungsinya kan supaya kalau kalian menceritakan atau mendongeng atau *meretell* sesuatu, hal kan alurnya tau, kalian mendongeng kok tiba-tiba *resolution* kan tidak mungkin. Pasti ada *orientation*nya, kemudian permasalahannya apa, kemudian baru *resolution*nya kan gitu. Jadi tidak mungkin *jump*. Itulah gunanya *generic structure*, misalnya begitu.”
- R : “Kalau dikelas itu bu, ada sebagian siswa yang sebenarnya tidak mengerti itu bertanya tidak bu?”
- T : “Em....biasanya tidak, biasanya mereka itu ya seperti yang kita lihat secara umum, *students* itu kurang berani bertanya. Itu tugas guru untuk siswa itu punya kepercayaan diri.”
- R : “Tapi apakah ada diantara mereka yang PD bertanya pada guru?”
- T : “Hem.... Iya... ada juga, ada juga sich. Kalau di X2 itu Elsa itu aktif bertanya.”
- R : “Kalau putera ada ga bu yang sering bertanya?”
- T : “Kalau *boys* itu jarang. Nek kita amati putera dan puteri kalau dikelas itu lebih aktif yang puteri ketekunanya juga. Tapi kalau yang putera itu, seperti Landung, dia itu meneng tapi dia itu pinter Fisika pinter, Matematika, Kimia pinter, tapi ya itu tadi kelemahannya di Bahasa.”
- R : “Kalau bertanya, mereka dalam Bahasa Inggris terus?”
- T : “*Sometimes*. Kadang Kadang Bahasa Inggris kadang tidak. Hanya siswa yang PD aja yang bertanya pakai Bahasa Inggris.”
- R : “Masalah pengulangan bu, anak-anak biasanya membutuhkan berapa kali pengulangan untuk materi?”
- T : “Ya....dua atau tiga kali.”
- R : “Oya, waktu, saya pertama masuk kelas kebetulan materi skillnya listening dimana ibu belum punya rekaman. Yang mau saya tanyakan kira-kira perbandingan pengulangan antara memakai rekaman dan dibandingkan oleh ibu berapa?”
- T : “Kayaknya itu kalau yang mengucapkan gurunya sendiri itu lebih mudah ya, kalau yang *native* itu kan agak cepat to, frekuensinya agak cepat ya biasanya 2-3 kali pengulangan anak-anak baru... Kalau saya yang bacakan justru malah lebih mudah arena kan 2 kali aja kan sudah cukup. Tapi kalau yang mereka dengarkan *native speaker* apa... cepat, kecepatannya kan lebih. Kalau saya kan bisa semua gue mau tak... mau tak kasih jeda sekarang, mau jeda berapa berapa kan *depends on the teacher.*”
- R : “Yang biasa ibu ulang-ulang itu apa?”
- T : “Listening. Listening kan bagi mereka susah. Saya pernah memutar *The Legend of Tangkuban Perahu Mountain*. Tapi kan anak-anak tak suruh menceritakan sendiri. Sebagian anak-anak kan sudah familiar dengan cerita itu sebagian belum. Untuk *me-retell* kembali dengan *their own sentences* itu kan mereka juga butuh

- menulis dulu terus tanpa tulisa, tanpa bacaan silahkan maju ke depan me-*retell*. Ya bisa. Ya bisa mereka. Hanya permasalahannya mereka harus alurnya menulis dulu ya, ok lah kamu menulis dulu, boleh. Saya mubeng, saya cek, kebenaran atau mungkin ketepatan. Kalau apa namanya...kalau perahunya...ditendang kemudian apa...menjungkir terbalik...terbalik itu Bahasa Inggris nya...*Upside Down...upside down...* nah itu kan...kosakata itu kan juga mengena di mereka gitu. Itu juga saya butuh 3 kali untuk memutarakan cerita itu, baru mereka..."Ou... ya..", paham. Kemudian dilanjutkan menulis kembali dengan kalimat sendiri, kemudian mereka me-*retell* di depan."
- R : "Jadi yang biasa ibu ulang-ulang di kelas itu tadi materi ya bu ya, kemudian pertanyaan. Kalau dari pertanyaan itu ternyata anak menjawab benar, apakah jawaban yang benar itu tadi perlu di ulang atau tidak?"
- T : "E.... Kalau dia bener, itu saya fikir karena dia memang paham, jadi tidak saya ulang. Tapi meskipun begitu, untuk menjelaskan ke yang lain yang belum paham ya saya ulangi lagi. Jadi pengulangan itu saya tunjukan bagi anak yang belum paham."
- R : "Kemudian mengenai pentingnya pengulangan itu, menurut ibu seberapa penting pengulangan yang ibu berikan selama mengajar?"
- T : "Wow...itu sangat penting sekali, sangat mempengaruhi. Sangat mempengaruhi karena yang namanya pengulangan itu sekali lagi ibaratnya memasukan memori ke dalam otak. Untuk bisa di *recall* kembali. Kalau sekali saja, saya yakin begitu saya keluar dari kelas mereka sudah lupa. Lha dengan pengulangan *many times*...itu kan... Daya dong anak kan juga berbeda-beda mbak. Ada yang daya pahamnya itu cepat, ada yang lambat harus diulang berkali-kali dulu baru paham. Mengko nek ping 5 ping 10 lagi dong nah bisa jadi. Jadi mengulang itu menurut saya adalah kunci. Kunci bagaimana anak itu...memori anak itu lebih bisa bertahan, dari pada sekelas mendengarkan kemudian trus blas hilang, tapi dengan mereka mengucapkan sendiri itu akan lebih."
- R : "Kalau fungsi pengulangan itu sendiri apa bu?"
- T : "Iya satu, supaya mereka lebih...kalau dalam berbicara mereka bisa berbicara, dia cenderung diam sehingga sulit. Jadi itu mungkin, teori psikologis apa ya, itu mungkin dibutuhkan penelitian juga mungkin ya.... Nah, dengan apa ya... koneksi otak memerintahkan mulut itu kan butuh dengan...mulut ini juga paham apa yang dimau. Ketika misalnya saya bertanya pada siswa... "*Is it alright if sit here?*" Kadang-kadang mereka begini...."Saya harus merespon bagaiman?" Untuk bisa merespon menjawab itu kan otak ini sebenarnya mulai tahu, jane dong ning piye yo le arep ngomong. Lah ini.... Otak memerintahkan mulut tapi mulut ra mlaku. Ini karena kekurangan...kekurangan apa ya... pengulangan atau *storage* dari ilmu tadi itu ga pernah dipakai sehingga ming mengendap. Mengendap ini le menggugah kembali susah. Itu nek saya. Jadi pengulangan itu untuk 1. Menyimpan teori lebih lama dan bisa *merecall* kembali."
- R : "Untuk melakukan pengulangan, apakah ibu mempunyai inisiatif sendiri atau biasanya ada siswa yang meminta untuk diulang?"
- T : "Inisiatif sendiri. Tapi ya ada sich... ya, kadang-kadang anak kurang mendengarkan atau kurang konsentrasi untuk mendengarkan minta untuk diulang kembali. Tapi biasanya inisiatif saya, karena memang pengulangan menurut saya itu sudah terkonsep dalam diri saya, kalau pengulangan itu harus dilakukan. Drilling oral itu harus dilakukan. Karena nek pengalaman dulu, saya suka...dulu waktu saya SMA itu saya suka dengan lagu-lagu barat, kemudian kalau ada lagu saya selalu menyimak syairnya. Saya ulang-ulang, saya ulang-ulang ternyata ya ternyata pronunciation saya lumayan gitu lho. Dengan begitu, waktu saya kuliah itu juga...waktu itu dengan Pak Parjo. Pak Parjo itu *oral reproduction* itu saya dikasih nilai A karena di antara temen-temen yang paling mirip menirukan native speaker itu saya, gitu...hehe...he... temen-temen yang sekarang pegang MGMP, itu *Try Out*... soal-soal *listening* itu pengisi suaranya saya kenapa... karena memiliki suara yang waah...bukannya sombong ya... itu hanya sebagai contoh bahwa ternyata pengulangan itu penting. Kadang kita tidak merasa itu kecil tapi efeknya itu besar."
- R : "Kalau dikaitkan dengan waktu, pengulangan itu kan membutuhkan waktu. Gimana itu bu pertimbangannya, supaya tidak terlalu membuang waktu?"
- T : "Nek, nek saya disekolah itu memberikan klu saja, pengulangan itu juga atau berapa gitu, tidak terlalu banyak, tapi harapan saya itu wajib diulang. Jadi anak punya kewajiban di rumah untuk mengulang."
- R : "Hem..... ya. Kemudian masalah umpan balik, saran, motivasi. Apakah ibu sering memberinya pada siswa?"
- T : "Semacam feedback gitu ya mbak?, Hem.... Biasanya kalau presentasi kadang-kadang setelah 1 presentasi selesai saya komentari, karena kalau diakhir itu terlalu banyak e. Harusnya bagaimana, *what do you think? It should be* bagaimana bagaimana itu memang *text time*... Saya kadang butuh 2x pertemuan karena tidak bisa selancar yang saya bayangkan, satu siswa itu bisa 10 menit, itu gak bisa. Karena untuk berpikir untuk menjawab pertanyaan itu mereka harus diskusi dulu dengan temannya, menghabiskan waktu, saya sudah bilang. "Kamu harus menguasai materi." Jangan kalau ada pertanyaan, kamu hanya memperlihatkan slide dan membaca slidennya. Kamu harus menyimpulkan dengan kalimatmu sendiri dengan singkat. Tapi juga tidak mudah ini mbak ternyata kenyataan dilapangan berbeda."
- R : "Selain saran dan kritik, ternyata ibu juga memberikan pertanyaan-pertanyaan seperti menanyakan pendapat gitu ya bu?"
- T : "He...em... *what do you think about the material? Do you really understand the material? Is my explanation clear?* Dst. Jadi semacam refleksi."
- R : "Berarti kadang di akhir pelajaran ya bu...?"
- T : "He...em... he...em..."
- R : "Sebenarnya apa tujuan ibu memberikan feedback?"
- T : "Ya, untuk mengetahui sejauh mana anak itu paham dengan apa yang saya sampaikan, bisa menyimpulkankah... e...apa ya.. bisa menyimpulkan apa yang sya sampaikan atau tidak, memahami apa tidak, ya semacam refleksi diri gitu. Ya kemudian paling kasih task. "
- R : "Biasanya koreksi apa saja apa saja atau pembenaran apa saja yang ibu berikan di kelas? Misalnya : pengucapan..."

- T : "He...em... iya, *pronunciation, grammar*, kemudian...ini lho mbak, kalau itu presentasi = cara mempresentasikan, cara berpendapat, ada *I think* bla bla bla... isi terutama juga isi. Kalau membuat *comment* sebuah cerita, itu yang dikomentari apa saja. Semua caranya sudah saya berikan."
- R : "Apakah setelah itu ibu memberi koreksi pada anak pernah terjadi kesalahan ditempat yang sama pada hari berikutnya?"
- T : "Kadang-kadang iya, kadang tidak. *It depends on the* ...apa kelanjutan dari ,, , kalau itu masih dalam konteks narasi itu ada salah disini kemarin salah disini, itu saya koreksi ulang atau mungkin ada materi yang masih senada selesai itu tidak saya koreksi kelanjutannya itu tapi kalau sudah selesai itu tidak saya koreksi."
- R : "Ok, iya bu... saya kira cukup, terima kasih atas waktu dan informasinya..."
- T : "Ok..."

Interview 4

Student's Name : Mega dan Febri

Date : August 14, 2010

- R : "Kelas berapa dik?"
- F : "Kelas 4. Mbak namanya siapa e...?"
- R : "O iya. Kenalin ...Kristy"
- F : "Mbak Kristy...."
- R : "Iya...Febri sama Mega satu kelas?"
- F-M : "Iya"
- R : "OK mbak mau nanya, jadwal Pelajaran Bahasa Inggrisnya hari apa?"
- F-M : "Hari Senin."
- R : "Sebelum mulai pelajaran, biasanya Miss Wulan ngomong apa dulu dik?"
- F : "Bilang Good morning dulu mbak."
- R : "Jadi disapa dulu...setelah itu ngapain aja, bisa diceritain? Mega..."
- M : "Pertamanya good morning dulu, terus salam: Assalamu'alaikum Wr. Wb, ...terus doa...sebelum pelajaran."
- R : "Setelah itu langsung pelajaran?"
- M : "Iya,...."
- R : "ga diabsen dulu?"
- F : "Ho oh kok yo....diabsen sik."
- R : "Gimanagimana Febri, diabsen dulu?"
- F : "Iya"
- R : "Ms. Wulan bilang apa kalau pas ngabsen?"
- F : "Siapa yang absen hari ini, gitu?"
- R : "Pakai Bahasa Inggris atau Bahasa Indonesia?"
- F : "Pakai Inggris tapi aku lupa ngomongnya gimana, he...he.."
- R : "O...ya udah gak papa. O iya. Tadi pas berdoa sebelum pelajaran, doanya yang mimpin siapa?"
- F : "Kadang-kadang Ms. Wulan, kadang-kadang Ketua Kelas"
- R : "Mimpin bilang gimana dik?"
- F : "Before we study....apa gitu lupa aku mbak, gak bisa."
- R : "Mimpinnya pakai bahasa Inggris ya?"
- F : "Iya"
- R : "kalau udah diabsen sama berdoa langsung masuk pelajaran? Mega gimana?"
- M : "Emmm"
- R : "Miss Wulan suka nanyain PR ga?"
- M : "Iya..."
- R : "kalau ada PR biasanya dibahas bareng-bareng ga, dik?"
- M : "Ya pernah dicocokin. Tapi seringnya diperiksa Ms. Wulan sendiri."
- R : "Ooo...kalau dicocokin sama-sama, biasanya gimana caranya? Maju kedepan atau dibaca saja?"
- M : "Kadang-kadang maju, kadang-kadang cuma disuruh baca."
- R : "Itu kalian ditunjuk Ms Wulan apa angkat tangan?"
- M : "Angkat tangan. Tapi kalau gak ada yang jawab nanti ditunjuk sama Ms. Wulan"
- R : "Hemmm...Kalau nyuruh maju ke depan Ms. Wulan bilang gimana?"
- M : "E...he...he..."
- R : "Pakai Bahasa Inggris?"
- M : "He em"
- R : "Biasanya Ms. Wulan bilang 'Please, come here' atau come forward, please' yang mana yang biasa dikatakan?"
- M : "Kayaknya yang kedua...ho oh ra Feb...?"
- F : "Tapi dua-duanya pernah mbak."
- R : "O...pernah semua...tapi yang sering dipake yang 'come forward please'?"
- M-F : "Iya"
- R : "Kalau Ms. Wulan ngasih perintah pakai Bahasa Inggris, kalian paham ga maksudnya?"
- F : "Paham mbak.....tapi nek kon jawab angel...He...."
- R : "OK...itu tadi tentang PR ya...sekarang kalau mau masuk ke topik yang baru, biasanya Ms. Wulan langsung kasih tahu hari ini mau belajar apa atau dikasih contoh-contoh atau pertanyaan dulu?"

F : "Ditanya-tanya sik mbak."
 R : "Misalnya gimana?"
 F : "Ya yang berhubungan sama itu. Aku lupa e...."
 M : "Mau kae lho Feb...."
 R : "Tadi kayak gimana dik contohnya? Mega masih inget?"
 M : "E...nganu...tadi kan pas ganti topik ke Food and Drink. Sadurunge ki dikasih pertanyaan dhisik mbak"
 R : "Pertanyaane piye?"
 M : "Indonesia aja ya, mbak. Inggris aku lupa e...."
 R : "Ooo...Ms. Wulan nanyane pakai Bahasa Inggris terus ya...yaudah...piye...piye?"
 M : "Apakah kamu udah makan pagi?"
 R : "Hm...gitu ya...terus anak-anak jawabnya gimana?"
 M : "Pisanan satu-satu ditanya...jawabnya "yes" terus nanya sama semua yang di kelas. Siapa yang belum sarapan. Gitu nanti ada yang ngacung ada yang nggak?"
 R : "Oooo...terus apa lagi, masih ada ga?"
 M : "Masih. Nek udah makan, makannya pakai apa gitu?"
 R : "Anak-anak jawabnya juga pake Inggris?"
 M : "Iya...."
 R : "OK...kalau misalnya Mega ditanyain What food do you eat? Mega jawab apa?"
 M : "Tadi aku jawab chicken"
 R : "Wah anak-anak udah pinter semua ni."
 R : "Terus...e...Ms. Wulan kan sebelum mulai topik baru tadi memberi pertanyaan pakai Bahasa Inggris to? Nah, kalian paham ga sama pertanyaan Ms. Wulan? Tahu artinya ga?"
 M : "Tahu no mbak. kan tadi aku iso njawab."
 F : "Iya....mbak e piye to..heee..."
 R : "Oiya, maaf lupa dik."
 R : "OK.OK sekarang selanjutnya ...Mega sama Febri suka ga sama Bahasa Inggris?"
 F : "Ya ..lumayan...."
 R : "Kalau Mega....?"
 M : "Lumayan juga"
 R : "OK, Febri dulu. Tadi lumayan suka apa lumayan gak suka?"
 F : "Yo...sedengan. Agak senang. Agak enggak"
 R : "Senengnya dulu, kenapa? Apa yang bikin kamu suka Bahasa Inggris?"
 F : "Hmm...apa yo...pelajarannya enak, gak marai bosen. Soale ono nyanyiane barang mbak. Ms. Wulan juga baik"
 R : "Ooo gitu...pelajarane menyenangkan gitu ya...terus agak gak sukanya kenapa?"
 F : "Kadang-kadang gak bisa je...kadang-kadang Ms. Wulan ki ngomong opo ora ngeri ngono...."
 R : "Ooo...kan kalau gak tahu bisa tanya Ms. Wulan..."
 F : "Males he...."
 R : "Hemmm...Kalau Mega gimana?"
 M : "Lumayan suka, soalnya Ms Wulan baik, menyenangkan, gak pernah marah, cantik...."
 R : "Hehe....Mega paham gak diajar sama Ms. Wulan?"
 M : "Paham"
 R : "E...Ms. Wulan kalau ngomong di kelas pakai Bahasa Inggris terus gak?"
 M : "Iya...Indonesianya cuma sedikit banget. Kita aja kalau mau ngomong harus ada 1 kata Bahasa Inggrisnya e mbak, kalau gak ada nanti dilaporin Ms. Wulan"
 R : "Lhah, yang nglaporin siapa?"
 M : "Temen yang denger."
 R : "Ooo....jadi pelajaran Bahasa Inggris ada aturannya gitu ya...."
 M : "He emmmm"
 R : "Oooo berarti kalian bisa belajar ngomong Bahasa Inggris terus dong kalau di kelas."
 M : "He...he...ya kadang-kadang...."

Interview 5

Student's Name : Okki
 Date : August 11, 2010

R : "Hai dik. Namanya siapa?"
 S : "Okki"
 R : "Kelas berapa?"
 S : "5 B"
 R : "Guru bahasa Inggrisnya namanya siapa?"
 S : "Miss Wulan"
 R : "Hari apa jadwalnya?"
 S : "Hari Senin"
 R : "OK, kita mulai. Sebelum mulai pelajaran Miss Wulan ngomong apa dulu?"
 S : "Apa ya?"
 R : "Setelah masuk kelas. Pertamanya ngomong apa sik?"
 S : "Mengucapkan salam dulu. Assalamu'alaikum"

R : “Setelah itu apalagi? Doa dulu ga?”
S : “Iya pakai doa”
R : “Nek doa pas mau pelajaran Bahasa Inggris tu pakai Bahasa Indonesia apa Bahasa Inggris yang mimpin?”
S : “Bahasa Inggris”
R : “Yang mimpin biasanya siapa Miss Wulan apa Ketua kelas apa giliran?”
S : “Sesuai absen”
R : “Semua dapat diliran berarti ya....OK. kalau berdoanya sudah selesai dilanjutkan ngapain? Ms Wulan bilang apa sama anak-anak?”
S : “Hmm....muridnya yang bilang”
R : “Bilang apa?”
S : “Eh...bukan dink”
R : “Gini maksud mbak tu, sebelum pelajaran dimulai, setelah berdoa ngapain dulu? Diabsen dulu atau ditanya atau langsung pelajaran?”
S : “Ooo....diabsen dulu, yang absen siapa saja”
R : “Nah, itu maksudnya, dik. Setelah diabsen sering ditanya ada PR nggak?”
S : “Ditanya”
R : “Terus ditanya apa lagi kalau masih awal pelajaran?”
S : “Emm...apa yamasih ingat gak kemarin pelajarannya apa....?”
R : “O...mengulang pelajaran kemarin dulu. Ngulangnya gimana?”
S : “Yo, ditanya-tanya”
R : “O gitu, setelah itu baru ke PR ya...kalau ada PR, biasane dibahas dulu ga?”
S : “Iya...kadang cuma diperiksa tok sama Ms Wulan”
R : “Ms Wulan memeriksanya gimana? Didatengin ke meja anak-anak atau anak-anak yang ngumpulin ke meja Ms Wulan”
S : “Ms Wulan yang dateng ke meja murid”
R : “O...terus cara Ms. Wulan ngasih nilainya gimana?”
S : “Ya diitung salahe, terus tar dipanggil namanya sama nyebutin nilai yang dikasih Ms. Wulan”
R : “Ooo...jadi PRnya Ms. Wulan yang nilai sendiri, ga dibahas bareng-bareng satu kelas?”
S : “Gak. Soale nanti lama, nanti waktunya habis buat nyocokin PR thok”
R : “O gitu, ya ya ya. Kalau pas dipanggil suruh nyebutin nilainya, anak-anak bilangnyanya pakai Bahasa Inggris apa Indonesia?”
S : “Nek aku Indonesia, he he he....”
R : “Setelah PRnya selesai, terus masuk ke pelajaran?”
S : “Iya”
R : “Kalau mau masuk ke materi ato pelajaran yang baru, biasanya dikasih contoh atau pertanyaan dulu gak, Okii? Atau langsung disuruh buka buku?”
S : “Dikasih pertanyaan dulu”
R : “Banyak gak pertanyaane?”
S : “Ga terlalu banyak. Satu pertanyaan buat banyak murid, gitu....”
R : “Ms. Wulan kalau bertanya sama anak-anak pakai Inggris atau Indonesia, dik?”
S : “Pakai Bahasa Inggris”
R : “Anak-anak jawabnya harus pakai Bahasa Inggris ga?”
S : “Ya, Ms. Wulan nyuruhnya kalau mau bicara harus ada 1 kata Bahasa Inggris”
R : “Berarti jawabnya harus ada Bahasa Inggrisnya ya....”
S : “Iya”
R : “Itu tadi kan kalau mau jawab pertanyaan Ms. Wulan kalau mau nanya harus ada Bahasa Inggrisnya juga ya?”
S : “Iya, kan kalau mau ngomong harus ada Inggris”
R : “Selain bertanya sama jawab pertanyaan, ada lagi gak yang harus pakai Bahasa Inggris?”
S : “Emmm...”
R : “Kalau mau ngomong sama temen gimana?”
S : “Iya”
R : “Ada lagi?”
S : “Kalau mau ke toilet juga iya”
R : “Ngomongnya gimana kalau mau ke toilet?”
S : “E...lupa aku mbak....”
R : “Lupa? Terus Okki kalau mau ke kamar mandi piye, nek lupa?”
S : “Kalau lupa nanti pas mau ijin diajarin Ms. Wulan”
R : “O...gitu ya....”
S : “Wo, kelingan mbak. May I go to toilet?”
R : “Pakai bahasa Inggris semua satu kalimat?”
S : “Iya”
R : “Ada lagi selain itu?”
S : “Lupa he...he....”

(Berhubung bel masuk maka wawancara dihentikan)

Interview 6

Student's Name : Laily and Arum

Date : August 14, 2010

- R : "Dik bisa ngombrol sebentar?"
L : "Ada apa mbak"
R : "Mau ngobrol tentang Pelajaran Bahasa Inggris"
L : "Ya bentar aja ya mbak, soalnya istirahatnya cuma sebentar"
R : "OK. Kalian satu kelas?"
L+A : "Iya"
R : "Kelas berapa?"
L+A : "Kelas 4, mbak"
R : "Guru Bahasa Inggrisnya Ms Wulan kan....?"
A : "Iya"
R : "Arum suka dengan pelajaran Bahasa Inggris apa gak?"
A : "Suka"
R : "Sukanya kenapa?"
A : "Soalnya Ms. Wulan baik. Pelajarannya menyenangkan."
R : "Yang menyenangkan apanya?"
A : "Pelajarannya."
R : "Memangnya di pelajaran Bahasa Inggris ada apanya kok kamu bisa suka?"
A : "Ms. Wulan enak ngajarnya, lucu, baik, kadang juga dapet hadiah."
R : "Dapat hadiah kalau apa?"
A : "Kalau bisa ngumpulin banyak stamp."
R : "Nah, stampnya tu dari mana?"
A : "Kalau rajin ngerjain PR sama dapat nilai 100 ulangan, dapat stamp."
R : "O...jadi harus lomba dapetin stamp ya...OK sekarang Laily suka gak sama pelajaran Bahasa Inggris?"
L : "Suka juga"
R : "Kenapa?"
L : "Gurunya menyenangkan, baik."
R : "O...gitu, jadi hampir sama ya alasannya....selain baik, menurut kalian kalau Ms. Wulan njelasin bisa dipahami ga? Kalian paham gak sama yang dijelaskan Ms. Wulan saat pelajaran?"
L : "Kebanyakan paham"
A : "Tapi kadang ada yang gak jelas juga"
R : "Ms. Wulan kalau mengajar selalu pakai Bahasa Inggris atau kadang Bahasa Indonesia?"
L : "Pakai Bahasa Inggris, banyak bahasa Inggrisnya"
R : "Tapi kadang juga ada Bahasa Indonesianya?"
L : "Ada"
R : "Nah, biasanya Ms. Wulan ngomong pakai Bahasa Indonesia pas ngapain?"
L : "E....apa ya...kalau ada yang gak tahu artinya? Ms. Wulan njelasinnya pakai Indonesia."
R : "Tapi kan kalian bilang kadang gak jelas dengan penjelasannya Ms. Wulan to, kalau kalian lagi gak paham kaya gitu, biasane kalian bertanya ga? Atau cuma diam saja?"
L+A : "Tanya"
R : "Tanya ke siapa?"
L : "Kadang sama temen kadang sama Ms. Wulan"
A : "Kalau temen juga gak bisa, tanya Ms Wulan."
R : "Hmm....Ms. Wulan pernah meminta anak-anak ga, kalau mau ngomong disuruh pakai Bahasa Inggris?"
L : "Pernah, kalau mau ke kamar mandi "May I go to bathroom, please?" kalau mau minum "May I drink? gitu"
R : "Terus Ms. Wulan jawab apa?"
L : "Yes, please"
R : "OK....sekarang ke pelajaran intinya ya.... Kalau lagi pelajaran Ms. Wulan sering meminta ngerjain tugas apa aja?"
L : "Ya macem-macam mbak"
R : "Contohnya apa, dik? Ngerjain tugas yang dibuku apa maju ke depan praktek ngomong?"
L : "Ya, dua-duanya."
R : "Kalau ngasih perintah ngerjain tugas atau maju, ke depan itu juga dalam Bahasa Inggris?"
A : "Iya"
R : "Kalian paham gak kalau Ms. Wulan memberi perintah pakai Bahasa Inggris?"
L : "Paham. Soalnya kalau Ms. Wulan suka diulang-ulang perintahnya. Jadi lama-lama paham."
R : "O...ada pengulangan juga ya...."
A : "Iya"
R : "Kalau nyuruh maju Ms. Wulan bilange gimana?"
L : "Wah, lupa mbak, pakai Bahasa Inggris e..."
R : "OK, tak kasih contoh: biasane bilang "come forward, please! atau come here please?"
L : "Hem....seringnya sih yang pertama mbak kayaknya."
R : "ya kalau Ms. Wulan menjelaskan materi kadang-kadang ada yang rame gak?"
L : "Ya....ada. ga mendengarkan to mbak maksude?"

R : "Iya... gimana... e... apa yang biasanya Ms. Wulan katakan kalau ada yang nggak mendengarkan?"
A : "ya, nyuruh diam. Keep silent, kadang juga pakai hands on table, ditirukan semua sama tangannya diletakkan di atas meja."
R : "Dengan begitu nanti anak-anak terus mendengarkan lagi?"
A : "Iya"
R : "OK... E... balik lagi ke tugas yang kalian kerjain. Kan tadi kadang Ms. Wulan meminta kalian mengerjakan tugas yang ada di buku to... nah, membahasnya gimana? Dicocokkan gak?"
L : "Iya, kalau udah selesai terus dicocokkan."
R : "Biasane anak-anak ditunjuk apa tunjuk jari kalau mau menjawab pertanyaan?"
L : "Kadang ditunjuk. Tapi nek ada yang tunjuk jari ya boleh."
R : "O... ya... terus kalau jawabannya benar Ms. Wulan suka bilang "good / very good" gitu nggak?"
L : "Iya"
R : "Laily tau artinya gak?"
L : "Tahu"
R : "Terus kalau ada jawaban yang salah, biasanya langsung dibenerin Ms. Wulan apa Ms. Wulan tanyain ke kelas ada yang bisa benerin ga, gak?"
L : "Iya. Biasane ditanya sik, ada yang bisa gak. Kalau gak bisa, dibetulin Ms. Wulan"
R : "OK.... itu aja dik. Makasih ya..."
L+A : "Ya...."

Interview 7

Student's Name : Ainun
Date :

R : "Namanya siapa?"
S : "Ainun"
R : "Gini, mbak mau nanya tentang Bahasa Inggris. Gurunya namanya siapa"
S : "Miss Wulan"
R : "Ainun suka ga sama pelajaran Bahasa Inggris"
S : "Suka"
R : "Sukanya kenapa, dik?"
S : "Sukanya ya.... pelajarannya mengasyikkan"
R : "Miss Wulan ngajarnya gimana?"
S : "Enak. Santai juga"
R : "Miss Wulan baik?"
S : "Baik"
R : "Baiknya kenapa? kok Ainun bilang Miss Wulan baik kenapa?"
S : "Emm.... ga suka marah-marah. Kalau njelasin bisa jelas, gitu"
R : "Ainun bisa paham sama yang diajarin Miss Wulan di kelas?"
S : "Jelas"
R : "Ainun pernah mengalami kesulitan memahami pelajaran gak?"
S : "Pernah, tapi waktu itu lagi ngobrol, jadinya lupa hi hi..."
R : "Um... jadi Ainun gak jelas karena waktu itu Ainun lagi ngobrol sendiri, gitu ya....?"
S : "Iya"
R : "OK.... hem... nah waktu kamu ga jelas apa yang disampaikan Miss Wulan, biasanya Ainun ngapain? Diam saja atau tanya?"
S : "Tanya"
R : "Ke siapa biasanya bertanya?"
S : "Hemmm... tanya Miss Wulan"
R : "Pakai Bahasa Indonesia atau Bahasa Inggris?"
S : "Kalau sekarang suruh pakai Bahasa Inggris"
R : "Kalau sekarang? Lha dulu pakai Bahasa Indonesia po?"
S : "Dulu waktu masih kelas 4 dan 5 masih boleh pakai Bahasa Indonesia, tapi minimal 1 kata harus pakai Bahasa Inggris"
R : "Ooo.... sekarang kelas VI harus pakai Bahasa Inggris semua kalau mau bertanya?"
S : "Iya"
R : "Ya... sambil belajar ya.... OK, Ainun ga mengertinya kalau disuruh ngapain?"
S : "Kalau waktu itu di bagian jam. Tapi itu waktu kelas 5"
R : "Itu yang paling susah buat Ainun ya?"
S : "Iya"
R : "Ya... tadi kan Ainun bilang kalau mau tanya harus pakai Bahasa Inggris. Ada lagi ga yang Miss Wulan minta kalian pakai Bahasa Inggris? Dialog misalnya..."
S : "Dialog pernah. Terus kalau mau ngomong sama temen itu minimal ada satu kalimat yang pakai Bahasa Inggris"
R : "Misalnya mau ngomong apa?"
S : "Apa ya... he...."
R : "Satu kalimat itu kan panjang? Misalnya apa Ainun?"
S : "May I borrow your pencil?"
R : "Oh iya... temen-temen 1 kelas begitu semua kalau mau ngomong sama teman yang lain?"

S : “Begitu gimana maksud mbak?”
R : “Kalau mau ngomong ada 1 kalimat Bahasa Inggrisnya.”
S : “Iya. Kalau ketahuan ada yang gak ada Bahasa Inggrisnya dilaporin Miss Wulan, terus disuruh pakai Bahasa Inggris.”
R : “Oo...emm....Miss Wulan kalau mengajar suka ngasih pertanyaan gak?”
S : “Ya”
R : “Miss Wulan kalau nanya sama kalian selalu pakai Bahasa Inggris atau kadang ada Indonesianya?”
S : “Ya kadang-kadang pakai Bahasa Inggris kadang-kadang pakai Bahasa Indonesia.”
R : “Lebih sering yang mana?”
S : “Inggris.”
R : “Anak-anak paham gak sama yang ditanyain Miss Wulan?”
S : “Ngerti. Nanti kalau misalnya ada kata-kata yang baru, nanti dijelaskan sama Miss Wulan.”
R : “Oo..jelasinnya pakai Bahasa Indonesia?”
S : “Iya”
R : “OK. Kalau kalian banyak ngomong Inggrisnya pas ngapain?”
S : “Maksudnya? Ooo...ya...ya....nek mau minum itu harus minta ijin Ms. Wulan dulu, pakai Bahasa Inggris.”
R : “Ngomongnya gimana dik?”
S : “Yes, you may”
R : “O...kalau misalnya mau ke kamar mandi juga?”
S : “Iya”
R : “Gimana bilanganya?”
S : “May I go to bath room, please”
R : “O...ya...hafal semua kayaknya. Tadi apa aja harus pakai Bahasa Inggris selain ijin minum sama ke kamar mandi?”
S : “Ya kalau mau ngomong sama temen itu sama kalau mau tanya Ms. Wulan”
R : “Ya...banyak juga kesempatan belajar bicaranya....sekarang, ini...kalau misalnya Ms. Wulan lagi njelasin tapi ada yang ramai di belakang gak mendengarkan Ms Wulan. Nah Ms Wulan biasanya bilang gimana biar pada dengerin?”
S : “Yo ditenangin, suruh diem. Keep silent, please....”
R : “Kalau yang ga dengerin itu cuma 1 atau 2 anak juga sama bilanganya? Atau dikasih pertanyaan”
S : “Kalau itu nanti yang ramai dapat bad stamp”
R : “Oooo bad stamp, berarti ada yang good stamp juga?”
S : “Best stamp”
R : “Oh....bedanya dimana itu dik?”
S : “Bedanya tu kalau ya bad itu kalau yang ga ngerjain PR, ga bawa buku, sama yang rame, warning 3x”
R : “Kalau yang best stamp?”
S : “Misalnya dapet nilai 100, ngerjain PR terus, sama kalau stampnya banyak nanti dapat hadiah tambahan skore nilai”
R : “OK, sekarang ganti lagi. Kalau ada yang nanya sama Ms. Wulan, misale: Miss, ini artinya apa? Gitu Ms. Wulan langsung jawab apa ditanyain sama yang lain ada yang tahu gak? Gitu gak?”
S : “Biasanya langsung dijawab”
R : “OK...makasih ya Ainun”
S : “OK mbak.”

Interview 8

Student's Name : Salsa

Date : August 16, 2010

R : “Dik kelas berapa?”
S : “Kelas 3A”
R : “Bahasa Inggrisnya tiap hari apa?”
S : “Kamis”
R : “Miss Wulan ngajarnya gimana dik? Menyenangkan atau gak?”
S : “Menyenangkan, ngajarnya enak”
R : “Salsa suka nggak sama pelajaran Bahasa Inggris?”
S : “Suka”
R : “Sukanya kenapa dik?”
S : “Soalnya pelajarannya enak. Miss Wulan juga baik, gak pernah marah, lucu juga”
R : “Lucunya kayak gimana dik?”
S : “Kalau ngomong suka bikin ketawa, jadi ga bosen di kelas.”
R : “O...Miss Wulan kalau sedang mengajar pakai Bahasa Inggris atau Bahasa Indonesia?”
S : “Pake Bahasa Inggris”
R : “Salsa mengerti atau paham gak sama yang diucapkan Miss Wulan?”
S : “Mengerti. Ya...kadang gak bisa nek pas susah.”
R : “Salsa bertanya atau diam saja kalau tidak paham?”
S : “Tanya Miss Wulan.”
R : “Tanyanya pakai Bahasa Inggris atau Bahasa Indonesia?”

S : "E...pakai Bahasa Indonesia tapi harus ada Inggrisnya 1 kata."
R : "Oh...harus ada 1 kata pakai Inggrisnya? Misalnya bilang apa dik atau tanya apa?"
S : "Kalau gak tahu artinya tanya sama Miss Wulan."
R : "Salsa tanyanya gumana kalau misalnya Salsa gak tahu artinya?"
S : "E...apa ya...Miss, what is tempe?"
R : "O...wa ...itu hampir semuanya bahasa Inggris dik?"
S : "He...he..."
R : "Di kelas. Miss Wulan ngomongnya juga pakai bahasa Inggris terus, dik?"
S : "Iya"
R : "Kalau mau tanya PR atau ngomong sama anak-anak juga pake Bahasa Inggris?"
S : "Iya mbak. Dari sebelum masuk kelas sampai tar keluar lagi ngomongnya Inggris terus."
R : "Dari sebelum masuk kelas? Maksudnya gimana Salsa?"
S : "Emmm.....sebelum masuk kelas kan dibiasain baris dulu di depan kelas, ketuanya mimpin hormat dan masuk kelas juga Inggris gitu."
R : "Oo gitu...kalau setelah masuk semua Miss Wulan bilang apa? Sebelum pelajaran dimulai."
S : "Yo....good morning dulu. Terus nyuruh berdoa."
R : "Yang mimpin doa Miss Wulan atau siapa?"
S : "Urut absen mbak"
R : "Pakai bahasa Inggris gak?"
S : "Iya. Pakai Bahasa Inggris."
R : "Salsa sudah pernah dapat giliran mimpin doa belum?"
S : "Udah"
R : "Ngomongnya gimana, dik?"
S : "Em....sik...mbak.... 'Before we study let's pray togehter'"
R : "Semua sudah bisa mimpin doa ya?"
S : "Sudah, soalnya tiap pagi ada, jadi apal mbak."
R : "Wah bagus dong. Terus kalau sudah berdoa ngapain?"
S : "Yo, ditanyain ada PR gak gitu"
R : "Kalau misalnya ada PR, biasane di bahas bersama atau gimana?"
S : "Nggak....biasanya Miss Wulan yang nilai sambil jalan muter. Sama diperiksa siapa yang gak ngerjain PR."
R : "Sama diperiksa ya? ...kalau ternyata ada yang tidak mengerjakan PR, ada dendanya po?"
S : "Iya, dapat nilai kurang."
R : "O...jadi kalau yang mengerjakan dapat nilai tambah?"
S : "Nggak, tapi dapat stamp dari Miss Wulan"
R : "Stamp? Dapat cap gitu ya dik?"
S : "He em"
R : "Stampnya bisa buat apa dik?"
S : "Kalau sudah sepuluh nanti ditukerin nilai"
R : "Nilai tambahan ya?"
S : "He em"
R : "Stampnya bisa buat apa dik?"
S : "Kalau sudah sepuluh nanti ditukerin nilai."
R : "Nilai tambahan ya?"
S : "Iya. Kadang juga dapat pensil, penggarus, pulpen, buku, ganti-ganti mbak."
R : "Ooo berarti anak-anak seneng dong diajar sama Miss Wulan soalnya kalau rajin bisa dapat hadiah atau nilai tambahan."
S : "Hee....."
R : "OK...balik lagi ke PR tadi. Miss Wulan kasih nilainya bagaimana dik? Diperiksa langsung dikasih nilai, atau nanti dipanggil satu-satu buat dimasukin ke bukunya Miss Wulan?"
S : "Biasanya diperiksa Miss Wulan sendiri waktu muter sama dikasih stamp di bukunya."
R : "Ooo...kalau pas memeriksa PR, kalau ada yang salah dikasih tahu yang bener apa gak dik?"
S : "Emm...iya"
R : "Kalau ngajarin PR, Miss Wulan pakai Bahasa Inggris atau Indonesia?"
S : "Ya....kadang pakai Inggris kadang Indonesia"
R : "Oh ya....sekarang kalau sudah masuk ke pelajaran, misalnya mau masuk ke materi tentang 'school'. Kalau mau membicarakan pelajaran tentang sekolah, biasanya Miss Wulan memberi contoh-contoh dulu atau langsung bilang hari ini kita akan belajar tentang 'school' gitu. Yang mana dik?"
S : "Dikasih contoh dulu. Terus nanti belajar tentang 'school'"
R : "Salsa tau nggak pas Miss Wulan memberi contoh contoh itu, mau belajar tentang apa?"
S : "Apa mbak?"
R : "Salsa bisa nebak gak, hem pasti Miss Wulan mau membicarakan tentang ini...gitu?"
S : "Ya kadang-kadang....he...he..."
R : "Hee... kalau Miss Wulan sedang menjelaskan di kelas, anak-anak mendengarkan gak?"
S : "Ya ...iya mendengarkan. Tapi ya ada yang rame yang cowok-cowok tu mbak di belakang."
R : "Ooo...gitu ya. Nah, kalau ada yang rame ga mendengarkan, Miss Wulan gimana sama yang rame supaya diam?"
S : "Biasanya bilang 'keep silent' nanti anak-anak terus diam."
R : "Kalau yang rame cuma 1 anak Miss Wulan bilang apa?"
S : "Ee....kalau yang rame cuma satu biasane dapat warning, terus nanti dihitung bareng-bareng satu kelas. Kalau belum 'yes, miss le ngitung belum berhenti mbak. Eh, mbak, aku mau drum band ni..."

R : "Oo...yaya....ya udah gitu aja dik, makasih ya."
S : "Ya"

Interview 9

Student's Name : Ayu
Date : August 11, 2010

R : "Hallo, namanya siapa"
S : "Ayu"
R : "Mau ngobrol bentar ya dik?"
S : "Ya. Ngobrol apa mbak?"
R : "Ini, mbak mau nanya-nanya tentang pelajaran Bahasa Inggris. Gurunya Ms Wulan kan?"
S : "Iya"
R : "Pertama, menurut Ayu Bahasa Inggris itu gimana? Susah atau gampang? Suka atau tidak?"
S : "Em...kalau menurut aku Bahasa Inggris itu mudah"
R : "Ayu suka sama pelajaran Bahasa Inggris?"
S : "Suka"
R : "Sukanya kenapa, yu?"
S : "Ya, suka aja. Soale aku bisa jadi aku suka"
R : "Kalau Ms. Wulan, Ayu suka ngajarnya Ms. Wulan ga?"
S : "Suka"
R : "Kenapa"
S : "Soalnya Ms. Wulan menyenangkan. Lucu juga"
R : "Menyenangkan piye maksude?"
S : "Ya...Ms Wulan tu gak pernah marah-marah. Gak galak. Terus kalau njelasin sampai jelas. Baik pokoknya."
R : "Ayu paham gak diajar sama Ms. Wulan gak?"
S : "Paham"
R : "Ms. Wulan kalau mengajar pakai Bahasa Inggris apa Bahasa Indonesia?"
S : "Pakai Bahasa Inggris"
R : "Pernah gak Ayu mengalami kesulitan atau gak paham sama yang disampaikan Ms Wulan di kelas?"
S : "Ya, pernah"
R : "Di bagian mana? Atau waktu itu Ms Wulan lagi njelasin apa?"
S : "Emm....kadang ada kata-kata baru yang belum tahu artinya."
R : "Ooo...kalau bingung dan gak tahu artinya. Ayu biasane ngapain?"
S : "Tanya sama Ms Wulan, Miss ini artinya apa?"
R : "O. gitu. Terus Ms Wulan jelasinnya pakai Bahasa Inggris apa Bahasa Indonesia?"
S : "Kadang Inggris kadang Indonesia"
R : "Kalau dijelasinnya pakai Bahasa Inggris, Ayu tambah bingung apa ga?"
S : "Enggak juga. Kan kadang diperagain sama Ms. Wulan"
R : "Oh...pakai gerakan gitu?"
S : "Iya"
R : "Misalnya apa, yu?"
S : "Emmm...apa ya...misale ada yang nanya chicken. Kadang Ms. Wulan pake gerakan sama suara ayam petok-petok...petok-petok...."
R : "He..he...lucu gak?"
S : "Iya, temen-temen juga ketawa. Kan tadi aku udah bilang nek Ms. Wulan ki lucu. he...he..."
R : "Iya. Berarti anak-anak langsung tahu ya kalau chicken itu artinya ayam"
S : "He em"
R : "OK...seneng ya punya guru yang menyenangkan? Itu tadi...terus kalau mau nanya sama Ms. Wulan disuruh pakai Bahasa Inggris ga, dik?"
S : "Ya...sebenere disuruh, tapi sebisanya. Kalau kelas 5 dulu masih minimal 1 kata. Kalau sekarang udah kelas 6 minimal 1 kalimat. Jadi enggak susah. He-he..."
R : "Kan sambil belajar, diajarin sama Ms. Wulan to kalau gak bisa?"
S : "Iya"
R : "Anak-anak selain bertanya, yang ngomongnya pakai Bahasa Inggris apa aja, ada lagi gak?"
S : "Jane banyak...tapi kadang-kadang lupa...."
R : "Apa aja?"
S : "Ya, kalau mau tanya itu tadi, terus ngomong sama teman juga miimal 1 kalimat pakai Bahasa Inggris...terus opo neh yo mbak....dansik....sik.... dan kalau mau ke kamar mandi....ok...kalau mau minum, pokoknya kalau mau ngomong di kelas harus ada inggrise dech mbak"
R : "Wahh, bagus donk. Kan kalian bisa lebih pinter ngomong Inggris...he..he...OK...OK...itu tadi tentang muridnya yang bertanya...sekarang gurunya. Ms. Wulan sering bertanya gak kalau mengajar?"
S : "Yo ho oh no mbak, njak guru je....yo nek, bar njelaske tok kok...mengko takok maneh ben muride njawab he...he..."
R : "OK...OK....ya....he....Ms. Wulan sering bertanya kalau mengulang sering ga?"
S : "Ngulang opo mbak? Ulangan?"
R : "Bukan, misalnya njelasin materi...ada yang belum jelas...tar diulangi lagi gak le njelaske tadi...atau kalau pas Ms. Wulan nanya, pertanyaanane ki suka dibalen-baleni ga?"
S : "O..ya iya"

R : "Sering?"
 S : "Ya"
 R : "Kalau menurut Ayu, gimana? Ayu perlu diulang gak penjelasane Ms. Wulan?"
 S : "Yo nek pas aku lali yo perlu. Nek ora yo ora ben inget wae to"
 R : "Kalau mengulang pelajaran yang kemarin sering ga?"
 S : "Wolha nek kuwi pendak ketemu mesti e mbak. Tapi biasane pas diawal-awal, mengingatkan, sopo ngerti laliwong aku yo kerep lali, he...he...he..."
 R : "O...ya...terus lagi. Kalau Ms. Wulan lagi menjelaskan materi, sering do ramai gak temen-temenmu?"
 S : "Iya, sering mbak"
 R : "Kalau banyak yang ramai. Ms. Wulan bilang sama kalian supaya mendengarkan lagi"
 S : "Keep silent. Hap njur nek lum diam juga ...diulangi lagi....nek masih ada beberapa sing ketok rame diingatkan"
 R : "Le mengingatkan piye, gak bilang keep silent lagi?"
 S : "Enggak. Keep silent ki nek yang ramai banyak. Nek yang ramai cuma 1 anak dikasih warning itu lho mbak. Dan pernah dengar to?"
 R : "Iya. Udah OK, cukup....makasih Ayu...."
 S : "Sama-sama."

Interview 10

Student's Name : Anggun
 Class : 8
 Date : August 24, 2010

R : "Dik, bisa ngobrol sebentar?"
 S : "Apa mbak?"
 R : "Mau nanya-nanya sedikit."
 S : "Ya"
 R : "Anggun suka sama pelajaran Bahasa Inggris ga?"
 S : "Ya lumayan"
 R : "Menurut Anggun, pelajaran Bahasa Inggris itu sulit atau gak?"
 S : "Ya, tergantung materine."
 R : "Kalau yang gampang yang apa?"
 S : "Yang gampang tu pas masih awal-awal...ni masih gampang mbak, soalnya masih simple, kayak bikin undangan atau memo itu masih mudah menurutku."
 R : "Oo...kalau yang sulit yang materine kayak apa?"
 S : "Kalau yang sulit itu kalau udah pakai rumus-rumus kalimat itu, susah ngapalinnya."
 R : "o gitu...menurut Anggun, Bu Sri itu gimana ngajarnya?"
 S : "Ya lumayan enak. Nyantai"
 R : "Nyantai bagaimana maksudnya?"
 S : "ya, pelajarannya gak tegang...soalnya Bu Sri Rohmah ga galak."
 R : "Ooo....kalau soal pelajarannya gimana, kamu paham ga sama yang dijelasin Bu Sri?"
 S : "Jelas. Bu Sri itu kalau njelasin pelan-pelan kok mbak."
 R : "Kalau ngajar kebanyakan pakai Bahasa Inggris apa Bahasa Indonesia?"
 S : "ya....fifty-fiftylah mbak, kadang pakai Bahasa Inggris, kadang juga pake Bahasa Indonesia."
 R : "Anggun pernah mengalami kesulitan ga dalam memahami apa yang dijelasin sama Bu Sri?"
 S : "Ya, pernah mbak, sering"
 R : "Kalau Anggun lagi ga paham biasane Anggun nanya ga?"
 S : "Ya, kadang-kadang."
 R : "Biasanya nanya ke siapa?"
 S : "Sama temen"
 R : "Pernah nanya sama Bu Sri ga?"
 S : "Pernah juga sih. Tapi kalau Bu Sri keliling itu."
 R : "Kalau mau tanya sama guru, anak-anak diminta pakai Bahasa Inggris ga?"
 S : "Enggak, bebas"
 R : "Ooo...lha biasanya kalian bertanya pakai bahasa Indonesia terus?"
 S : "He heiya"
 R : "Bu Sri pernah mengajari kalau mau bertanya dalam Bahasa Inggris ga?"
 S : "Ya, pernah kan kita sekolahnya aja di Bilingual. Jadi pelajaran Bahasa Inggrisnya dibanyakin. Seminggu aja 3 kali kok mbak."
 R : "Iya....terus kapan kalian harus berbahasa Inggrisnya? Maksudnya pas ngapain?"
 S : "Ya, kadang-kadang Bu Sri menyuruh pakai bahasa Inggris kalau mau bertanya. Terus kalau ada praktek maju ke depan conversation, pas presentasi ya gitu-gitu."
 R : "Oooo...prakteknya tu biasanya disuruh ngapain?"
 S : "Seringnya conversation dialog di depan kelas atau gak ya cuma sambil duduk."
 R : "Ooo...kalau Bu Sri memberi perintah pada kalian biasane dalam Bahasa Inggris atau Indonesia?"
 S : "Bahasa Inggris"
 R : "Tadi kan Anggun bilang kalau Bu Sri mengajar setengah Bahasa Inggris, setengah Bahasa Indonesia. Nah, Bu Sri itu menggunakan Bahasa Indonesia kalau mau ngomong apa?"

S : “Ya....kalau ada yang tanya, kadang-kadang jawabnya pakai bahasa Indonesia. Terus kalau materinya susah, dijelasinnya pakai Bahasa Indonesia.”

R : “Materi yang susah tu yang kayak gimana?”

S : “Yo, gimana ya mbak...yang nek dijelasin pakai Inggris kitanya ga mudeng....harus pakai Bahasa Indonesia”

R : “Contohnya apa....materi tentang apa?”

S : “Yang ada rumusnya”

R : “Berarti nanti pelajarannya dalam Bahasa Indonesia no....?”

S : “Kan cuma pas njelasin aja, seterusnya nanti pakai Bahasa Inggris lagi....”

R : “Seterusnya?”

S : “Kalau mau bertanya sama ngasih perintahnya dalam bahasa Inggris.”

R : “Oooo...jadi porsinya sama ya antara Bahasa Indonesia sama Bahasa Inggris...50 : 50 Eh kalian kan sekolahnya Bilingual, ada gak waktu khusus yang anak-anak diharuskan pakai bahasa Inggris?”

S : “Ada....setiap hari Jum’at, sekolah itu harus pakai Bahasa Inggris untuk berkomunikasi di sekolah.”

R : “Itu berlaku untuk semua guru juga atau cuma untuk siswa saja?”

S : “Semua. Sebisa mungkin pakai bahasa Inggris, gitu”

R : “Oo...OK. Tadi itu pertemuan Bahasa Inggrisnya 3X seminggu kan, itu pelajaran biasa apa beda-beda?”

S : “Sama kayak biasanya gak ada yang khusus.”

R : “O...ya. Udah Balik lagi ke praktek yang tadi, dik. Tadi kan ada presentasi dialoh ke depan kelas to....”

S : “Iya....”

R : “Nah....itu, setelah ada yang maju praktek dialog. Bu Sri suka ngasih komentar gak tentang yang maju tadi. Misalnya : minta pendapat kalian presnetasi yang barusan bagus gak, ada yang salah apa gak, dan sebagainya.”

S : “Enggak. Malah nanya siapa selanjutnya yang belum maju.”

R : “O...kalau pelajaran, dua jam pelajaran itu kegiatannya ngapain aja, dik?”

S : “Ya, cuma mbahas PR kalau ada. Jelasin materi terus disuruh ngerjain LKS gitu....”

R : “Membahas PR ya...kalau membahas PR itu biasanya disuruh maju nulis di depan, atau di baca, atau gimana modelnya?”

S : “Ya, sama aja kalau membahas tugaskadang ditulis di papan tulis.”

R : “Ou....biasanya kalian ditunjuk apa tunjuk jari kalau mau menjawab?”

S : “Biasanya ditunjuk, kadang Bu Sri baca absen, terus dipanggil.”

R : “Ya...OK, udah bel, makasih Anggun.”

S : “Ya sama-sama”

Interview 11

Student’s Name : Fitra

Class : 8

Time : August 30th, 2010

Place : Classroom

R : “Dik, bisa minta waktunya sebentar”

S : “Ya, mbak ada apa?”

R : “Mau ngobrol bentar bisa?”

S : “Bisa, tentang apa mbak”

R : “Tentang pelajaran Bahasa Inggris, dik”

S : “O...ya”

R : “Guru Bahasa Inggrisnya namanya siapa?”

S : “Bu Sri Rohmah”

R : “Bu Rohmah....menurut kalian pelajaran Bahasa Inggris itu gimana? Susah atau gampang atau menyenangkan atau membosankan?”

S : “Tergantung”

R : “Tergantung gimana maksudnya?”

S : “Tergantung pas apa dulu materinya”

R : “Dari yang menyenangkan dulu....pas apa yang menyenangkan?”

S : “Nek...yo nek pas aku bisa mbak, he he he.... Kalau aku bisa jawab atau bisa ngerjain yang disuruh, aku ...e....itu menyenangkan. Tapi nek gak ngerti gak bisa gitu itu yang susah”

R : “Yang Fitra bisa itu seringnya kalau disuruh ngapain?”

S : “Ya, nek pas kelingan rumuse, hehehe...gak mesti juga sih materinya apa”

R : “Kalau menurut Fitra, cara ngajar Bu Sri Rohmah itu bagaimana?”

S : “Emm....ya kurang menarik”

R : “Kurang Menarik?”

S : “Iya....kurang menarik”

R : “Kurang menariknya itu seperti apa?”

S : “Gak tahu, hehehe. Yam kayak gitulah mbak”

R : “Seperti apa dik. Saya kan gak tahu, makanya ingin tahu dengan bertanya sama Fitra, gitu. Kurang menariknya kenapa? Apa karena Bu Sri itu kurang keras suaranya, atau Cuma pake buku gak ada gambar, permainan atau kamu tidak mengerti apa yang disampaikan Bu Sri atau bagaimana”

S : “Kurang seru aja ngajarnya”

R : “Memang seperti apa tu biasanya Bu Sri ngajar? Bisa ceritain dik!”

S : “Kan mbakke udah lihat kemarin?”

R : “Iya sih....tetapi kan saya masuk kelas kalian tidap setiap pelajaran Bahasa Inggris ada. Cuma satu atau dua kali saja”

S : “Ya....mungkin keseriusan kali mbak. Serius banget ngajarnya”

R : “O...gitu, kalau Bu Sri mengajar, menjelaskan kau paham atau jelas gak?”

S : “Jelas. Kalau jelas sih jelas tapi kurang menarik gitu aja. Kalau pas kelas satu itu kan enak. Menarik tapi juga jelas, gurunya kan enak, Bu Erna”

R : “Menurut kamu pelajaran yang menarik seperti yang di kelas satu itu pelajarannya kaya gimana? Gurunya ngomong apa saja kok kamu bisa suka?”

S : “Yo...enak gitu lho mbak....kegiatan macem-macem. Kalau Bu Sri kan biasane menjelaskan LKS terus habis itu ngerjain latihan yang di LKS. Kalau dulu itu gurunya kaya semangat banget ngomongnya...jadi murid-murid sukagitu”

R : “O...gitu, OK, OK, kembali ke Bu Sri ya,..... Bu Sri kalau mengajar lebih banyak bahasa Inggrisnya atau Bahasa Indonesianya”

S : “Banyak Bahasa Inggrisnya. Tapi kadang ada Indonesianya”

R : “Bu Sringomong pake Bahasa Indonesia kalau pas ngapain?”

S : “Ya....pas ngelekk”

R : “Pas ngingetin,.....pakai Bahasa Indonesia ya....”

S : “Iya....”

R : “Ngingetin ada yang rame gitu?”

S : “Iya”

R : “Biasanya Bu Sri bilang apa saat mengingatkan teman yang ramai? Atau dengan tindakan?”

S : “Yaa...kadang dikasih pertanyaan biasanya”

R : “OK.....pertanyaan yang seperti apa? Apakah berhubungan dengan yang dijelaskan atau alasan kenapa ramai”

S : “Yang berhubungan no mbak. Tadi Bu Sri njelasin apa.. terus nanti pertanyaane disuruh kasih contoh atau kadang suruh ngulang tadi yang dijelasin itu apa”

R : “Itu tadi perbandingan antara ngomong Inggris dan Bahasa Indonesianya berapa banding berapa? Misalnya 100% ya, Bahasa Indonesianya 30%, Bahasa Inggrisnya 70% atau kebalikannya....”

S : “Hem....kayake 80 : 20 deh mbak”

R : “Yang 80Inggrisnya ya....”

S : “Iya, Inggrisnya”

R : “OK....ya...Hmm...kamu pernah gak mengalami kesulitan atau gak jeas dengan yang disampaikan Bu Sri?”

S : “Ya pernah sih mbak. Tapi kebanyakan jelas”

R : “O, ya....kalau misalnya Bu Sri bertanya pada kalian ‘Ada pertanyaan atau tidak?’ itu biasanya ada yang nanya gak?”

S : “Ya, kadang ada....”

R : “Kalau kalian nanyanya harus pakai Bahasa Inggris atau boleh dengan Bahasa Indonesia?”

S : “Indonesia, hehehe....ya kalau gak bisa ngomong pake Bahasa Inggrisnya ya pakai Bahasa Indonesia”

R : “E....Bu Sri pernah menganjurkan siswa kalau mau bertanya diusahakan memakai Bahasa Inggris, gitu ga?”

S : “Belum pernah”

R : “Jadi kalau mau bertanya....”

S : “Bebas”

R : “Diberi kebebasanya....sekarang tentang kesempatan siswa bicara di kelas....tentang materi dengan mnenggunakan Bahasa Inggris/ Kalian dikasih kesempatan bicara gak?”

S : “Kesempatan bicara piye mbak”

R : “Misalnya Bu Sri menjelaskan materi....nah setelah itu apakah bu Sri meminta kalian berpendapat atau dikasih waktu untuk bertanya ga ...semacam itu”

S : “Pernah”

R : “Nah....gimana ngomongnya”

S : “Nganu....kalau belum jelas, silahkan bertanya, gitu...”

R : “Hem...selain bertanya ada ga kesempatan ngomong yang lain, yang tentunya dalam Bahasa Inggris.....presentasi misalnya....”

S : “Belum pernah presentasi mbak....waduh mbak dah masuk e....”

R : “OK, OK, ...yaudah gak papa....makasih ya Fitra”

S : "Sip"

Interview 12

Student's Name : Velina dan Shinta

Class : 8

Time : August 25th, 2010

- R : "Menurut pendapat kalian pelajaran Bahasa Inggris itu seperti apa? Kalian suk atau tidak?"
S : "Siapa dulu ni?"
R : "OK, Vellina dulu...."
V : "Kalau aku ada yang suka ada yang gak"
R : "Sukanya kenapa?"
S : "Sukanya tu ya kalau misalnya....ya tergantung gurunya sih mbak"
R : "Tergantung gurunya gimana maksudnya?"
V : "Ya, kalau aku tergantung gurunya tu ya....dulu waktu kelas satu aku gak suka bahasa Inggris, tapi kalau sekarang suka"
R : "Nah, Vellina sekarang suka dengan pelajaran Bahasa Inggris itu kenapa....gurunya mengajar seperti apa?"
V : "Ya, kalau gurunya mengajar agak gimana gitu ya....kalau Bu Sri mengajar itu dijelasin terus nanti ada soal-soal jadi lebih dong lah darip[ada kelas tujuh kemarin terlalu cepat"
R : "Terlalu cepat ngomongnya atau materinya?"
V : "Ngomongnya terlalu cepat kadang ada yang terlalu kecil suaranya. Kan dulu itu kelas 7 gurunya ada dua, yang satu pak Nur yang satu Bu Endang. Kalau Pak Nur itu yang satu Bu Endang, kalau Pak Nur itu terlalu cepetlah kayak gimana ya...e....kayak udah mahir banget"
R : "Itu ngajarnya pake Bahasa Inggris"
V : "Iya"
R : "Kalau Bu Sri gimana ngajarnya selalu pakai Bahasa Inggris atau tidak"
V : "Kalau bu Sri kadang pakai Bahasa Indonesia"
R : "Banyak Bahasa Inggrisnya atau Indonesia"
V : "Banyak Bahasa Indonesianya. Kalau menjelaskan pakai Bahasa Inggris"
R : "Bu Sri pakai Bahasa Indonesia kalau ngapain"
V : "Ya....kalau ada yang tanya, terus njelasin arti-arti dari soal-soal, gitu"
R : "OK...sekarang gimana kalau Shinmta, suka atau ga dengan pelajaran Bahasa Inggris?"
V : "Kalau aku suka"
R : "Shinta sukanya karena apa"
S : "Ya...gimana ya....kalau aku asyik aja ikut pelajaran Bahasa Inggris"
R : "Suka sama pelajarannya atau ada hubungannya dengan guru?"
S : "Ya, kalau emang suka sama pelajarannya....jadi otomatis ya....gimana...tetep suka dengan gurunya"
R : "Menurut Shinta, Bahasa Inggris itu susah dipelajari atau mudah"
S : "Kalau aku kan suka jadi walaupun susah tetap suka. Jadinya lebih gampang belajarnya"
R : "Kalian mengerti atau paham tidak dengan apa yang disampaikan Bu Sri"
S : "Ya....bu Sri itu kadang-kadang mudah dimengerti tapi kadang-kadang tu juga susah dipahami"
R : "Kira-kira kenapa kok kalian susah memahami Bu Sri? APakah bahasanya terlalu cepat atau gimana"
S : "Enggak....Bu Sri tu....apa....suaranya kurang keras....kurang tegas gitu lhi mbak"
R : "O...ya....kalau mau bertanya sama Bu Sri kalian dianjurkan pakai Bahasa Inggris gak?"
V : "Gak. Kalau aku nek tanya pake Bahasa Indonesia gak disalahin sama Bu Sri kok mbak. Bebas."
S : "Kalau aku bisa pake Inggris aku pake Inggris, tapi banyak gak bisa ne, he he he"
R : "Nah, kalau ada yang bertanya, biasanya Bu Sri langsung menjawab atau ditantain dulu ke kelas, apakah ada yang bisa membantu atau tidak, gitu?"
V : "Yo, kadang-kadang gitu, kadang langsung dijawab langsung. Kadang yo dibahas bareng-bareng, kalau pertanyaannya tentang soal latihan itu dipandu, misale dari paragraf mana baris mana....suruh buka kamus nek tentangarti-arti gitu"
R : "Jadi terkadang dilempar dulu dan dibahas bersama ya...."
V+S : "Iya"
R : "Waktu menjawab atau membahas pertanyaan kalian itu, Bu Sri menggunakan Bahasa Indonesia atau Inggris?"
V : "Kebanyakan Bahasa Indonesia mbak"
R : "Kalau Bu Sri sendiri sering memberikan pertanyaan gak sama kalian"
S : "Pertanyaan yang kayak gimana, mbak?"
R : "Pertanyaan apa aja waktu pelajaran berlangsung. Biasanya nanyain apa....?"

S : “Em...apa ya mbak...paling kalau habis nerangin gitu kita ditanyain...nanyain soal yang di LKS suruh jawab, gitu po...”

R : “Ya itu juga.....Bu Sri waktu bertanya bahasa yang dipakai apa?”

S : “Yaa...biasanya Bahasa Inggris kalau lagi menjelaskan terus tanya....ya nek tanya tentang pelajaran Bahasa Inggris seringnya pakai Bahasa Inggris”

R : “Terus kalau Bu Sri nanyanya pakai Bahasa Inggris, kalian jawabnya pakai Bahasa Inggris juga atau gak”

V : “Hehehe....tergantung pertanyaanne mbak”

R : “Maksudnya gimana, Vell?”

V : “Ya, maksudnya gini....nek pertanyaannya itu jawabannya ada di buku, jawabnya pakai Bahasa Inggris, tapi kalau pertanyaannya tu dari Bu Sri sendiri....kadang pakai Indonesia. Kalau bisa Inggris pakai Inggris, tapi paling nek pakai Inggris le njawab cuma pendek hehe...susah....”

R : “O....gitu ya he he ya ya hm....sekarang kalau dibandingin antara banyaknya guru bicara dan siswa yang bicara, perbandingannya kira-kira berapa banding berapa?”

V : “Berapa ya....siswane yo akeh...tapi ngobrol dhewe he he...gak tentang pelajaran”

R : “Ya....yang menyangkut pelajaran dong dik...misalnya 100%, gurunya berapa persen terus siswanya berapa....gitu....”

S : “Emm...mungkin 60 sama 40, mbak., itu ngomongnya pakai Inggris atau Indonesia, mbak?”

R : “Dua-duanya...”

S : “Oya....segitu tadi...”

R : “Kalian atau siswa tadi kan perbandingannya 40%, nah itu ngomongnya saat ngapain aja?”

V : “Yo...nek pas ditanya no mbak, he he....seringe gitu. Kadang yo nek pas ngerjain tugas, dikerjain sama teman yo ngomongnya sama temen. Kadang-ladang kalau ada yang tanya, gitu-gitu lah mbak”

R : “OK....terus masalah pengulangan....Bu Sri kalau mengajar sering mengulang gak secara ucapan. Maksud saya gini, beliau sering ngulang ucapan-ucapan apa saja? Pertanyaan-pertanyaan atau penjelasan, atau ucapan apa yang sering diulang-ulang?”

V : “O....nek penjelasan, Bu Sri le ngulang kalau ada yang belum jelas. Misalnya Bu Sri nanya ada pertanyaan atau gak, udah jelas apa belum, nek ada yang jawab belum, biasane diulang dikit terus contoh-contohnya banyak”

R : “Kalau yang lain, selain penjelasan, ada lagi gak? Pertanyaan misalnya....”

V : “Hmmm....gantian mbak le njawab”

R : “Ok OK, gimana Shinta?”

S : “Pertanyaan opo yo, hem....ya kadang gini....nek Bu Sri hanya gak dijawab-jawab, di ulang dua atau tidak kali....kalau tetap gak dijawab terus diartikan ke Indonesia jadi le nanya pakai Indonesia gitu. Kayak “Any question?” tar akhir-akhir bilang “Ada pertanyaan?” hehe....”

R : “Pernah gak Bu Sri mengulang jawaban yang benar dari siswa? Misalnya: ada siswa menjawab satu pertanyaan, nah jawabannya itu benar. Bu Sri ngulang lagi gak tu jawaban temenmu. Kakak “yes, jadi jawabannya adalah...., gitu gak?”

S : “Iya apa gak ya...kayang jarang mbak. Atau aku yang gak denger ya, he he he...masalahe satu anak yang jawab ya usah bisa itu terus berikutnya gitu e....”

R : “O...yaudah. Kalau buat Vellina dan Shinta, pengulangan –pengulangan dari Bu Sri itu perlu atau gak?”

V + S : “Ya perlu”

V : “Nanti biar gak lupa juga, tambah jelas juga kalau diulang. Nek aku kan kadang lola itu lho mbak, loadinge lama. Dikasih pertanyaan 1 kali ga ngerti, dua kali baru oo....itu...hehe...maklum mbak”

R : “OK....itu tadi tentang pengulangan ya...Bu Sri suka memberi koreksi pada siswa gak? Misalnya tentang pengucapan atau bentuk kalimat yang salah...Ada atau gak?”

S : “Ada”

R : “Biasanya apa yang sering dikoreksi?”

S : “Pengucapanne yang paling sering mbak, paling kalau ngomong terlalu pelan suruh yang louder, louder, please. Louder please, gitu sering juga...ya, paling cuma itu”

R : “Jadi yang paling sering dikoreksi itu suara kalian yang terlalu pelan sama pengucapan-pengucapan yang salah ya...OK...ada lagi? Tentang cara-cara menjawab pertanyaan atau menanggapi sesuatu...gitu”

S : “E....kaya nek nanggapi pujian gitu po?”

R : “Ya....gimana dik?”

S : “Yo, kadang ada juga....misalnya kaya kemarin tentang undangan....kan dijelasin bis itu ngerjain tugase....latihan ngomongnya ntar kalau ada yang salah respon gitu...terus dikoreksi dibenerin Bu Sri...yang ini kamu harusnya bilang gini...gitu mbak”

R : “O...lumayan banyak juga ya yang dikoreksi....Oya, kalau mengoreksi biasane kapan? Langsung atau nanti diakhir pelajaran?”

V : “Biasanya langsung mbak. Nek diakhir pelajaran ki ga pernah komentar, biasanya langsung ditutup pelajarannya”
R : “O...ya...pertanyaan terakhir untuk kalian...”
V : “Apa mbak?”
R : “Kalau suasana lagi ramai sementara Bu Sri masih menjelaskan, gimana caranya Bu Sri supaya anak-anak diam dan mendengarkan guru lagi?”
V : “Diingatkan”
R : “Caranya gimana? Lewat kata-kata atau tindakan atau malah dikasih pertanyaan?”
V : “Lewat kata-kata sering, pertanyaan yo sering. Tergantung ibunya aja mau gimana”
R : “Kalau lewat kata-kata, ngomong apa?”
V : “Biasanya Cuma “ssst...” Gitu kadang yo bilang ‘attention please’”
R : “Kalau mengingatkan, Bu Sri selalu pakai Bahasa Inggris ya?”
S : “Ya kadang-kadang juga Bahasa Indonesia, gak mesti kok”
R : “Kalau pakai Bahasa Indonesia, bilanganya gimana?”
S : “Emmmpiye Vell..aku lali e...piye yo mbak...sik sik ...E....o....’sudah cukup ramainya?’ bisa dilanjutkan? Gitu kayaknya mbak”
R : “OK....kalau Bu Sri udah bilang begitu, anak-anak terus memperhatikan lagi gak?”
S : “Yo iya...tapi ntar rame lagi mesti, he he.... Soale Bu Sri tu kurang tegas, mbak”
R : “Ya....OK. itu dulu aja dik....makasih waktunya Shinta dan Vellin”
S + V : “Sama-sama, mbak”

Interview 13

Student’s Name : Nisa dan Dea
Class : 8
Date : August 29, 2010

R : “Dik, ada waktu ngobrol ga?”
N : “Ada mbak gimana?”
R : “Mau tanya-tanya tentang pelajaran Bahasa Inggris”
N : “Oh ya....”
R : “Namanya siapa?”
N : “Nisa”
R : “Nisa ada teman ga? Kalau bisa berdua sekalian”
N : “O ya, sama Dea saja Mbak”
R : “OK kita mulai ya...Guru Bahasa Inggrisnya siapa namanya”
N+D : “Bu Sri Rohmah”
R : “OK menurut kalian pelajaran Bahasa Inggris itu gimana? Sulit atau mudah, menyenangkan atau membosankan, apa gimana?”
D : “Yo sedengan mbak”
R : “Kalau Nisa”
N : “Gampang kalau aku bisa, nek pas gak bisa yo susah he he he...”
R : “Dea tadi gimana...sedengan...maksudnya gimana?”
D : “Kadang seneng kadang gak.”
R : “Kapan senengnya, kapan enggakya?”
D : “Ya kadang ki bosen e mbak”
R : “Lha, memang Bu Sri ngajarnya piye”
D : “Kurang menarik”
R : “Cara ngajarnya seperti apa kok kalian bilang kurang menarik?”
D : “Gak tau”
R : “Lha, gimana je kalau pelajaran kalian ngapain aja di kelas kok bosen?”
D : “Ya kayak gitulah mbak”
R : “Iya kayak apa, saya pingin tahu.”
D : “Ya gak seru mbak ngajarnya.”
N : “Iya serius banget pelajarannya. Gak ada gojeg-gojegnya”
R : “Kalian paham apa gak dengan pelajaran yang disampaikan Bu Sri”
D : “Nek le jelas ki jelas tapi bosen he he.”
N : “Ho oh”
R : “Lha yang menarik menurut kalian itu yang kayak gimana?”
D : “Ya, ngajare ki neak gitu lo mbak. Kayak dulu dikelas tujuh. Gurunya tu banyak ngomongnya, le njelasin ki apik ngono lho mbak. Gak cuma baca di LKS. Kalau Bu Sri kan baca LKS ngasih contohe juga cuma dari LKS”

R : "Oo.."

N : "Menarik yo jelas"

R : "Bu Sri juga jelas kan...?"

N : "Iya"

R : "He ya udah....dinikmati aja. Ngomong-omong, Bu Sri kalau ngajar banyak pakai Bahasa Inggrisnya apa Indonesianya?"

D : "Banyak Inggrisnya"

R : "Bahasa Inggris terus?"

D : "Ya enggak, kadang Bahasa Indonesia juga."

R : "Terus ngomong Bahasa Indonesia waktu ngapain?"

D : "Ya...ningetin he he...."

R : "Kalau ngingetin pakai Bahasa Indonesia?"

D : "Ya"

R : "itu ngingetin apa?"

N : "Ya kalau ada yang rame."

R : "Ngingetannya gimana ngomongnya? Disuruh diam apa dikasih pertanyaan atau gimana?"

N : "Dikasih pertanyaan biasanya"

D : "Iya, dikasih pertanyaan."

R : "Ya...kalau dibandingkan antara ngomong Bahasa Inggris sama Bahasa Indonesia berapa banding berapa?"

N : "Siapa mbak"

R : "Bu Sri Rohmah"

D : "Berapa ya? Piro Nis?"

R : "Misalnya : Inggrisnya 60% Indonesia 40% atau Inggrisnya 50% Indonesianya 50%, gitu."

D : "80 : 20"

R : "Yang 80 apa?"

D : "Inggrisnya"

R : "Kalau kalian gimana, berapa dibanding berapa?"

N : "he he walikane paling mbak"

R : "He kalian gak pernah pakai Bahasa Inggris po kalau mau ngomong sama teman atau guru?"

N : "Ya, pernah tapi kitanya ga pernah ngomong Bahasa Inggris. Hee...lha sulit mbak, gak bisa."

R : "O...ya...terus kalau sedang belajar, kalian pernah mengalami kesulitan memahami materi atau yang disampaikan bu Sri ga?"

N+D : "Ya, pernah mbak mosok gak pernah. Tapi kebanyakan jelas"

R : "O,,kebanyakan jelas ya...berarti gak pernah tanya no....?"

N : "Enggak"

R : "Kalau Bu Sri bertanya pada kalian, 'Ada pertanyaan ga?', biasanya ada yang nanya gak?"

N : "Ada"

R : "Ada....caranya nanya gimana, harus pakai Bahasa Inggris gak?"

N : "Pakai Indonesia he he he....ya kalau gak bisa ngomong Bahasa Inggrisnya mungkin ngomong pakai Bahasa Indonesia."

R : "E Bu Sri pernah meminta kalian kalau nanya diusahakan pakai bahasa Inggris atau tidak?"

D : "Belum"

R : "Jadi kalau mau nanya....?"

D : "Ya bebas he he..."

R : "OK OK. Sekarang tentang kesempatan kalian berbicara. Kalau ibunya jelasin, materi di kelas ya, terus kalian ditanyai pendapat, dikasih kesempatan bertanya, pernah ga?"

D : "Pernah"

R : "Ngapain?"

D : "Nanya. Ditanya siapa yang belum jelas silahkan bertanya, gitu"

R : "Selain bertanya, ada lagi hak? Misale presentasi, gitu"

D : "Presentasi belum pernah."

R : "Sekarang tentang pengulangan. Di kelas Bu Sri suka ada pengulangan ga? Misale : mengulang penjelasan materi, mengulang-ulang pertanyaan atau apa gitu yang suka diulang?"

N : "Gak"

D : "Weh diulang-ulang..."

N : "Sing di ulang-ulang kan mung contone."

D : "Wo ho oh dink"

R : "Berarti yang diulang-ulang bukan materi tapi contohnya?"

N : "Iya"

R : "Kalau buat kalian pengulangan itu perlu ga?"

D : "ya perlu mbak ben lebih mudeng."

R : "Iya, terusnya kalian kan sering dikasih tugas di kelas kalau membahas biasane modele kayak gimana? Dibahas bareng gak?"

D : "Iya"

R : "Modele ditunjuk apa tunjuk jari?"

N : "Karepe dipanggil dari absen. Ada yang sering tunjuk jari juga?"

R : "OK...Misalnya yang dipanggil atau yang tunjuk jari itu menjawab dan ternyata jawabannya salah, itu nanti dibenerin Bu Sri sendiri apa dilempar dulu ke yang lain?"

N : "Bu Sri sendiri..."

D : "Dilempar"

R : "Gimana-gimana? Begini: kalau ada jawaban yang salah...anak-anak yang lain ditanya dulu gak, mananya yang salah, terus siapa yang bisa betulin itu dilempar dulu namanya. Kalau Bu Sri langsung bilang salah apa bener, terus dibetulin bu Sri sendiri itu ga dilempar. Yang mana?"

N : "yang pertama."

R : "Berarti dilempar dulu..."

N : "he he..."

R : "O ya...kalau di akhir pelajaran, biasanya Bu Sri mengakhirinya pakai mengulang pelajaran hari ini tadi kita mempelajari apa dulu ga?"

D : "Hemmm...see you"

R : "o langsung diakhiri?"

D : "Iya"

R : "Oiya sebelum lupa, Bu Sri kalau mengajar sering ada koreksi-koreksi ga? Misalnya mengoreksi pengucapa e salah, susunan kalimatnya salah, dsb?"

N : "Ada, mbak."

R : "Biasanya apa yang sering dikoreksi?"

D : "Seringe pengucapa."

R : "Caranya gimana, apakah nunggu sampai selesai membaca apa denger langsung dikoreksi?"

N+D : "Baca dulu sampai selesai baru nanti dibenerin"

R : "Ya....kebanyakan apa yang dikoreksi selain pengucapan?"

N : "Pengucapan seringe."

R : "OK kalau dibandingkan, banyak mana ngomongnya? Banyak Bu Sri apa kalian?"

N : "Siswanya"

R : "Tapi ngomongnya tentang materi lho, gak tentang yang lain"

N : "Wo...berarti banyak gurunya?"

R : "He...kira-kira perbandingane berapa, Nis?"

N : "Yo...07:30 mbak. 70 gurunya 30 siswanya"

R : "Kalian suka ga sama pelajaran Bahasa Inggris yang diajarin bu Sri?"

D : "Suka"

R : "Suka tapi kurang seru?"

N+D : "Iya"

R : "Ya OK. Thank you, semua"

N+D : "Yes..."

Interview 14

Student's Name : Arum dan Lani

Class : 8

Date : August 30, 2010

R : "Hey, bisa minta waktu sebentar dik?"

L : "Ya mbak"

R : "Mau ngobrolin tentang pelajaran Bahasa Inggris ni"

L : "Oh ya"

R : "Kenalan dulu, namanya siapa?"

L : "Lani"

A : "Arum"

R : "Kristi OK. Kita mulai ya...pelajaran Bahasa Inggris kelas kalian tiap hari apa?"

A : "Rabu, Kamis sama Sabtu"

R : "Tiga kali itu pelajarannya sama semua apa hari Rabu khusus belajar tentang apa, Kamis tentang apa, Sabtu tentang apa, gitu ga?"

L : "Enggak. Sama pelajaran biasa semua"

R : "OK. Pertanyaan awal, kalian suka nggak sama pelajaran Bahasa Inggris? Lani?"

L : "Ya lumayan suka"

R : "Kalau Arum?"

A : "Ya harus suka no mbak, kan kita ketemu terus sama Bahasa Inggris, lha sekolahe we bilingual je"

R : "OK. Kalau Lani, apa yang membuat kamu suka sama pelajaran Bahasa Inggris?"

L : "Hemmm...apa ya, ya seneng aja...tapi gak seneng banget kok biasa aja"

R : "Kalau Arum, apa yang bikin kamu suka?"

A : "Semua mbak, gurunya juga enak gak galak"

R : "Yang ngajar Bu Sri Rohmah kan...kalau sedang mengajar, Bu Sri Rohmah pakai Bahasa Inggris atau Bahasa Indonesia?"

A : "Pakai bahasa Inggris"

R : "Full gak?"

A : "Ya nggak, kalau ada yang gak jelas dijelasin pakai Bahasa Indonesia."

R : "Kalian bisa memahami gak, apa yang disampaikan Bu Sri? Materi yang disampaikan? Lani gimana Lan?"

L : "Kalau aku sebagian besar paham."

R : "Kalau Arum?"

A : "Paham"

R : "Cara mengajar Bu Sri tu gimana modelnya? Jelasin terus bis itu latihan soal, jelasin banyak terus mencatat, banyak prakteknya atau banyak omongnya?"

L : "Ee...kalau Bu Sri tu biasane menjelaskan dari LKS setelah itu disuruh ngerjain latihannya di LKS juga. Kadang praktek juga, dialog di depan kelas berpasangan gitu."

R : "Banyak ngerjain soal dari LKS ya...sebagian besar berupa penjelasan sama ngerjain soal tertulis... kalau dibandingkan sama prakteknya lebih banyak yang tertulis apa prakteknya?"

L : "Banyak tertulisnya"

R : "Hem...selain dialog apa lagi prakteknya?"

L : "Seringnya dialog mbak"

R : "OK menurut kalian cara mengajar Bu Sri itu gimana?"

L : "Hemmm biasa aja. Kurang menarik. Agak"

A : "Iya kurang seru"

R : "Nah, yang seru dan menarik yang kalian maksud tu yang kaya gimana?"

L : "Ya, ada permainannya, ada lagunya...ya gitu..."

R : "O..kalau Arum gimana?"

A : "Yo yang agak rame dikit"

R : "Yo, besok minta game sama Bu Sri ...he Kalian ada, pernah ada kesulitan memahami yang disampaikan Bu Sri apa gak?"

L : "Ya kadang-kadang"

R : "Kalau lagi gak jelas, kalian terbiasa bertanya gak? Atau cuma diam saja? Atau minta diulang lagi penjelasannya?"

A : "Ya kadang-kadang"

R : "Kalau lagi gak jelas, kalian terbiasa bertanya gak atau cuma diam saja? Atau minta diulang lagi penjelasannya?"

A : "Ya kadang-kadang tanya. Kadang diem aja"

R : "Arum biasanya nanya ke siapa? Teman atau Bu Sri?"

A : "Seringnya sama teman"

R : "Kenapa lebih seneng nanya ke teman? Bu Sri juga seneng lho kalau ada yang tanya...."

A : "Lebih enak, gak sungkan-sungkan. Lebih dekat"

R : "Kalau Lani nanya gak?"

L : "Kadang-kadang sama temen mbak, Nek sama Bu Sri malu. Dilihatin teman-teman nek tunjuk jari nanya ...he...he"

A : "Pernah sih mbak nanya ke Bu Sri, tapi pas Bu Sri jalan keliling kelas pas muridnya ngerjain tugas di LKS. Jadi le nanya, temen-temen yang lain gak denger he he...."

R : "Kenapa e kok malu, ngomongnya gimana kalau mau nanya? Harus pakai Bahasa Inggris ya?"

A : "Enggak. Pakai Bahasa Indonesia, he susah mbak kalau pakai Inggris"

R : "Kalian dianjurkan pakai Bahasa Inggris gak kalau mau berbicara, nanya misalnya, minta ijin ke belakang atau yang lain?"

L : "He em he...he...."

R : "Yaudah...diantara teman-teman kalian di kelas ada yang berani bertanya langsung sama Bu Sri gak? Tunjuk jari terus tanya....?"

L : "Yo, ada."

R : "Kalau ada yang bertanya, Bu Sri langsung jawab apa kadang di tanyain ke satu ruang kelas siapa yang bisa bantu?"

L : "Biasanya langsung dijawab"

R : "Bu Sri jawabnya pakai Bahasa Inggris atau Bahasa Indonesia?"

L : "Bahasa Indonesia, kadang yo Bahasa Inggris. Paling kalau susah, dijelasin Indonesia"

R : "Bu Sri memberikan kesempatan bicara ga sama kalian?"
 L : "Iya"
 R : "Kesempatan bicara apa aja?"
 L : "Yo paling bertanya. Kalau ada yang belum jelas silahkan bertanya. Sama kalau pas nyocokin tugas atau PR itu kadang kalau ada jawaban yang lain silahkan"
 R : "Jadi ada dua ya....bertanya sama berpendapat"
 L : "Iya"
 R : "biasanya ada yang nanya gak?"
 L : "Seringnya sih enggak mbak, hehe."
 R : "Kenapa?"
 L : "Gak papa."
 R : "Kemudian bu Sri sering memberikan pertanyaan gak saat mengajar?"
 L : "Ya sering"
 R : "Tentang apa?"
 A : "Yo tentang pelajaran, materi yang bar di jelasse, nek ga yo nek pas mbahas soal, berarti nanyain soalnya suruh jawab."
 R : "O..ya. Kemudian...kalau dibandingkan, guru sama siswa itu banyak yang mana ngomongnya?"
 L : "Ya, banyak gurunya"
 A : "Perbandingane ...hempaling 70 : 30, mbak"
 R : "Yang 70 siapa, gurunya apa siswanya?"
 A : "Bu Sri no Mbak. Nek muride teneh...."
 R : "Ya....terus saat mengajar Bu Sri sering mengulang dalam penyampaian materi gak?"
 A : "Enggak ...kalau ditanya ada pertanyaan gak, gak ada yang tanya ya dilanjutin, tapi kalau ada yang nanya baru diulang"
 R : "Hemm...jadi Bu Sri mengulang kalau ada yang minta diulang"
 A : "Iya"
 R : "Kalau buat kalian, pengulangan itu perlu gak?"
 A : "Ya perlu sebenarnya biar gak lupa"
 L : "Iya, tapi kebanyakan sekali penjelasan udah paham kok"
 R : "Kok bisa langsung paham, dulu waktu saya gak bisa langsung paham, ya kadang harus diulang. Bu Sri ngajarnya pelan-pelan dan jelas banget ya?"
 L : "Ya...gitu deh...contohnya yang banyak. Jadi jelas"
 R : "Ooo...gitu...itu tadi tentang pengulangan, sekarang tentang koreksi. Bu Sri sering memberikan koreksi juga ga pada kalian. Misale : pengucapan atau susunan kalimat atau yang lain yang berhubungan sama Bahasa Inggris?"
 L : "Yo paling sering pengucapane...."
 R : "Oo biasanya kapan ngoreksinya? Langsung atau nanti sebagai evaluasi diakhir pelajaran?"
 L : "Langsung, mbak. Nek akhir pelajaran ki biasane langsung bilang see you"
 R : "OK ya...makasih banyak ya....berdua"
 L+A : "Yaa...."

Interview 15

Student's name : Elang
 Time : 09.15 a.m (breaktime)
 Date : May 20, 2010
 Place : In front of the classroom

R : "Dik, bisa minta waktu sebentar untuk ngobrol?"
 S : "Bisa, dimana?"
 R : "Di luar kelas aja, yuk.."
 S : "Ya."
 R : "Nama kamu siapa?"
 S : "Realisio Elang Wicaksono"
 R : "Panggilannya?"
 S : "Elang."
 R : "Ok, Elang. Bagaimana pendapat kamu tentang pelajaran Bahasa Inggris? Suka atau tidak?"
 S : "Ya ... Lumayan suka."
 R : "Kenapa Elang suka dengan Bahasa Inggris?"
 S : "Ya, asyik ... lumayan asyik."
 R : "Bagaimana tentang gurunya? Bagaimana pendapat Elang tentang Bu Sri mengajar?"
 S : "Ya.. kadang-kadang membosankan, kadang-kadang ya... gimana ya ... kadang-kadang kalau pas listening itu nyenengin, kalo pas nerangin itu kadang membosankan."

R : "Maksudnya membosankan itu pas apa?"
S : "Ini lho mbak, kadang itu kurang menarik, ho...o... itu mbak."
R : "Kalau yang nyenengin tadi kalau gimana?"
S : "Ya, kalau listening itu kadang materinya ganti-ganti to mbak, kadang ada lagunya, kadang cuma bacaan, kadang percakapan jadi ga bosan."
R : "Oh... gitu ya... Kalau masalah bahasa yang dipakai Bu Sri. Bu Sri kalau mengajar memakai Bahasa Inggris terus gak?"
S : "Ya ... sebagian besar mbak."
R : "Elang mengerti atau tidak dengan yang disampaikan Bu Sri?"
S : "Ya mengerti dikit-dikit."
R : "Bu Sri seratus persen Bahasa Inggris atau juga Bahasa Indonesia?"
S : "Ya kadang-kadang pake Bahasa Indonesia, gak full kok."
R : "Kapan Bu Sri menggunakan Bahasa Indonesia?"
S : "Em..... pas...e.. misalnya menerangkan itu kadang-kadang pake Bahasa Indonesia, nerangkan grammar tu."
R : "O.... kalau di keterampilan...kan ada keterampilan juga to?"
S : "Ya."
R : "Bedanya apa antara keterampilan dengan pelajaran Bahasa Inggris biasa?"
S : "Ya, beda. Kalau keterampilan itu membahas grammar-grammar, pokoknya yang ... apa ya..., susunan-susunan gitu."
R : "Jadi dasar-dasarnya gitu ya?"
S : "Iya"
R : "Apakah hanya seputar itu atau juga ada seperti mendengarkan, berbicara juga?"
S : "Ya, juga ada listening juga, kaya TOEFL gitu."
R : "Jadi kalian ada tes TOEFL di sekolah?"
S : "Gak mbak, cuma latihan aja."
R : "Elang pernah gak mengalami kesulitan memahami, apa yang biasa Elang lakukan?"
S : "Oh..iya, ho o pernah."
R : "Kalau kamu sedang mengalami kesulitan memahami, apa yang biasa Elang lakukan?"
S : "Ya, nanya. Kadang-kadang cuma diem."
R : "Elang bertanya pada teman atau guru?"
S : "Kalau saya, pilih hanya temen."
R : "Kenapa?"
S : "Ya, karena lebih dekat lebih luwes gitu."
R : "Pernah gak Elang bertanya pada guru saat mengalami kesulitan?"
S : "Jarang. Gak pernah."
R : "Jarang bukan berarti tidak pernah kan?"
R : "Kalau mau bertanya pada Bu Sri, kamu memakai Bahasa Inggris atau Bahasa Indonesia?"
S : "Oh.. kalau sama Bu Sri biasanya pakai Bahasa Inggris."
R : "Selalu?"
S : "Iya."
R : "kalau ada yang bertanya pada Bu Sri, Bu Sri menjawab dengan Bahasa Inggris atau Bahasa Indonesia juga?"
S : "Ya.. kalau....e... nanyanya pake Bahasa Indonesia serius gitu jawabnya pake Bahasa Indonesia, tai kadang-kadang tu... Biasanya pakai Bahasa Inggris."
R : "Pertanyaan yang serius itu yang bagaimana Elang?"
S : "Ya, tentang materi. Materi kan kalau dijelaskan pake Bahasa Inggris kadang susah dong nya kan, jadi kalau pertanyaannya serius giutu, Bu Sri jawabnya Indonesia."
R : "Hemm... ya. Kalau ada pertanyaan gitu biasanya Bu Sri langsung menjawab atau dilempar ke teman lain dulu?"
S : "Em... tanya dulu ... eh.... Dijawab langsung kayaknya."
R : "Pernah dilempar ke yang lain dulu tidak?"
S : "Enggak."
R : "Ok. E.... kalian diberi kesempatan bicara atau tidak kalau dikelas?"
S : "Ngomong? Ngomong gimana?"
R : "Misalnya disuruh bertanya atau berpendapat gitu?"
S : "O...ya, sering mbak."
R : "Bagaimana perasaan Elang kalau diberi kesempatan berbicara oleh Bu Sri?"
S : "Ya, kalau pas bisa itu seneng, tapi kalau pas gak bisa deg-degan."
R : "kalau misalnya begini : sebenarnya Elang tahu jawabannya, Elang juga sebenarnya pengen jawab. Elang biasanya tunjuk jari atau nanti saja nunggu ditanya Bu Sri?"
S : "Haha... kalau aku nunggu ditanya dulu."
R : "Kenapa begitu?"

S : "Takut. Malu. Takut salah ngomong."
R : "Kalau Bu Sri sering bertanya pada kalian tidak?"
S : "Tanya gimana mbak?"
R : "Menanyakan tentang materi yang sedang beliau ajarkan."
S : "Ya, sering, ngasih perintah-perintah biasanya."
R : "Contohnya seperti apa?"
S : "Ya, suruh memberi contoh, suruh mengulang ucapan."
R : "O...ya. Kalau memberi perintah selalu dalam Bahasa Inggris atau tidak?"
S : "Iya. Selalu pakai Bahasa Inggris."
R : "Kalau dibandingkan, banyaknya guru bicara dengan siswa kira-kira berapa banding berapa?"
S : "Ya, banyak gurunya mbak. 70 : 30 lah."
R : "Apakah saat mengajar Bu Sri sering melakukan pengulangan?"
Misalnya : penjelasan materi."
S : "Iya. Kalau siswanya belum mengerti biasanya diulang, ditanya gak ada yang jawab gitu."
R : "Selain penjelasan ada yang lain yang biasa diulang tidak?"
S : "Pertanyaan. Kalau belum ada yang jawab diulang lagi pertanyaannya."
R : "Jadi yang bisa diulang itu materi dan pertanyaan ya?"
Misalnya suasana kelas ramai, ada yang ngobrol sendiri, ada yang sibuk sendiri tidak memperhatikan guru begitu, biasanya apa yang dilakukan Bu Sri?"
S : "Ya ... diapain ya... ya... ditegur, diberi tahu, diceramahi."
R : "Kalau sedang menegur siswa Bu Sri juga dalam Bahasa Inggris?"
S : "Enggak, dalam bahasa Indonesia."
R : "Pernah tidak Bu Sri menegur kalian dalam Bahasa Inggris?"
S : "Ya pernah mbak, sering, tapi kalau pas ceramah pakai Bahasa Indonesia."
R : "Ya.... Selanjutnya masalah masukan. Apakah ada saran atau masukan yang diberikan Bu Sri saat pelajaran berlangsung?"
S : "Ya, ada."
R : "Biasanya kapan atau pas apa?"
S : "Biasanya kalau ada presentasi, nanti ada masukan, saran dan kritik nasehat-nasehat, kayak ceramah gitu."
R : "Ceramah lagi?"
S : "Iya."
R : "Masukan itu diberikan setelah semua presentasi selesai atau setiap 1 kelompok selesai dikasih masukan."
S : "Satu selesai dikasih masukan."
R : "Yang biasa dokomentari Bu Sri bagian mana?"
S : "Biasanya yang... yang nanya itu dikomentari... kok gak ada yang tanya itu dikomentari."
R : "Kalau bagi yang presentasi?"
S : "Paling cuma pengucapannya atau gimana, salah."
R : "Buat Elang masukan begini, berarti besok aku harus begini."
S : "Iya, pengaruh. Kadang-kadang."
R : "Ok... keluar dari presentasi... ada koreksi-koreksi dari Bu Sri gak? Misalnya : ada pertanyaan, dan salah satu siswa ada yang menjawab, tapi salah. Biasanya langsung dibenarkan atau ditanyakan dulu ke yang lain?"
S : "Iya, nanya yang lain dulu. Bener apa salah gitu. Nanti kalau salah ditanya benarnya apa. Baru dibetulkan Bu Sri."
R : "Ya... Ok. Kira-kira itu dulu Elang, makasih waktunya ya?"
S : "He..he..he... iya mbak..."

Interview 16

Student's name : Ratna Wulandari
Time : 02.00 p.m
Date : May 20, 2010
Place : Lobby

R : "Nama adik siapa?"
S : "Ratna Wulandari."
R : "Panggilannya?"
S : "Ratna."
R : "Pendapat Ratna tentang pelajaran Bahasa Inggris bagaimana?"
S : "Ya.... Gimana ya... he..he..."

R : "Apakah Ratna suka atau tidak atau lumayan atau biasa aja?"
S : "Ya, lumayan....., lumayan suka."
R : "Yang membuat Ratna suka ap?"
S : "Ya, itu kan..... e....gimana ya...., Bahasa Inggris itukan sudah menjadi bahasa Internasional, jadi kalau kita.... Kalau kita bisa berbahasa Inggris kan kita bisa bergaulnya kan bisa luas."
R : "Kamu bisa lumayan suka dengan Bahasa Inggris ada hubungan dengan gurunya tidak?"
S : "Ya...gurunya juga... itu kan penyampaianya menyenangkan terus ya...gimana ya."
R : "Menyenangkan itu gimana?"
S : "Ya gak membosankanlah pokoknya. Kan entar itu mungkin diselingi apa ya...ada.... Mungkin kalau listening itu kan biasanya jarang to mbak, tapi kalau saya malah suka listeningnya. Biasanya itu kan cuma fill in the blank, kalau lagu itu lirik, missing lyric atau missing word gitu. Saya sukanya ya.... Listening gitu."
R : "Kalau listeningnya gak pakai recording, tapi cuma dibacakan Bu Sri seperti ketika pertama kali saya masuk kelas kamu?"
S : "Itu yo... kalau menurut saya itu gak membosankan. Sukanya memang listening karena lebih bervariasi materinya."
R : "Ratna pernah tidak mengalami kesulitan memahami pelajaran?"
S : "Yaaaa.... Pernah!. Kalau itu ya pasti pernah mbak."
R : "Ketika itu, Ratna biasanya bertanya atau Cuma diam?"
S : "Kalau bisa nanya ya saya nanya."
R : "Ke siapa biasanya? Teman saja atau langsung ke Bu Sri?"
S : "Mungkin saya tanya ke teman dulu, kalau teman ga bisa baru tanya guru."
R : "Kalau ingin bertanya pada Bu Sri, ratna memakai Bahasa Inggris?"
S : "Iya, dibiasakan pakai Bahasa Inggris. Ntar kan kalau kita ga bisa mau diungkapkannya tu gimana, tar Bu Sri tu bantu kita gimana mengucapkannya dalam Bahasa Inggris."
R : "Kalau kalian bertanya pada Bu Sri gitu, bisanya beliau langsung jawab atau ditanyakan ke teman lain dulu?"
S : "Ya, kadang langsung dijawab, kadang dilempar dulu ke teman lain."
R : "Bu Sri saat mengajar sering memberikan pertanyaan tidak pada kalian?"
S : "Ya, biasanya awal pelajaran gitu kan ditanya dulu, masuk kelas gitu ditanya apa gitu walaupun gak banyak."
R : "Kalau siswanya sendiri banyak bertanya tidak pada guru?"
S : "Ya....jujur aja sich enggak ya mbak. Kayaknya lebih banyak diem."
R : "Saya lihat dikelas, ada juga temen yang sering bertanya gitu kan?"
S : "Iya."
R : "Sering memakai Bahasa Inggris atau tidak?"
S : "yaaa..... biasanya diusahakan pakai Bahasa Inggris tapi kalau mentok gak bisa, pake bahasa Indonesia."
R : "Kalau kalian bertanya dengan Bahasa Indonesia, Bu Sri jawabnya dengan Bahasa Indonesia atau Inggris?"
S : "English."
R : "Kalau dibandingkan antara banyaknya guru bicara dan siswa, kira-kira perbandingannya berapa?"
S : "Wah, perbandingannya..... haduwhh.... Hahaha...."
R : "Kira-kira aja."
S : "Aduwh... berapa ya...? Banyak bu gurunya kok. 60 : 40 sampai 70 : 30 an mbak. He...he...he... jadi Malu."
R : "Untuk Ratna sendiri, kenapa jarang bertanya pada guru?"
S : "Ya kan nanti kalau salah itu lho, salah ngomong itu kan gimana gitu to mbak. Sebenarnya gak papa tapi udah kalah sama rasa gak PD nya. Hehe.."
R : "Kalau masalah pengulangan. Materi misalnya, Bu Sri sering mengulang tidak?"
S : "Iya, mengulang. Ntar kan kalau sudah habis materi itu to mbak terus kasih soal. Kalau gak bisa diulang lagi, yang belum dong yang mana gitu."
R : "Apa yang biasa diulang dikelas?"
S : "Yaa.... Seringnya materi itu tadi mbak kalau belum jelas, ga bisa jawab pertanyaan dari Bu Sri, nanti Bu Sri ngulang lagi materinya ntar ditanya gak bisanya tu dimana baru diulang dibagian itu."
R : "Emm... kemudian apakah Bu Sri juga sering memberi masukan, saran, atau umpan balik gitu sewaktu pelajaran berlangsung? Motivasi?"
S : "Kalau motivasi ya... sering mbak itu, kan kalau lagi ada masalah baru itu dibilangin kalau siswa itu jangan kaya gitu, yang baik-baik kasih masukan presentasi juga sering dikasih masukan, sering banget itu."
R : "Kalau saat ada presatasi, kapan biasanya Bu Sri memberi masukannya, apakah langsung atau nanti nunggu semua kelompok selesai presentasi baru diberi masukan?"
S : "Emm... biasanya satu presentasi selesai dikasih masukan."

- R : "Motivasi yang diberikan oleh Bu Sri berpengaruh gak untuk Ratna?
"Oh ya, aku tak belajar dirumah, gitu tidak?"
- S : "hehe...ya.... Termotivasi dikit. Tapi biasanya kalau sudah dirumah itu capek e mbak, jadi males mau belajar lagi."
- R : "Ya....
"Terus apakah di kelas Bu Sri sering memberikan koreksi-koreksi misalnya ada pengucapan yang salah dibenerin atau susunan kalimat yang salah dibenerin?"
- S : "Iya...ya...Ntar kan kalau...kalau misalnya... tar itu juga ada pronunciation itu lho, nanti kalau salah dibenerin."
- R : "Kalau salah begitu biasanya langsung?"
- S : "Langsung dibenerin. Maksudnya hari ini juga gak besok-besok gitu lho."
- R : "Itu nanti di akhir pelajaran sebagai refleksi hari ini atau besok pas tahu salah langsung dibenarkan."
- S : "Yaa... itu langsung pas salah, dengan ada yang salah langsung dibenerin."
- R : "Terus waktu suasana kelas ricuh, ramai tidak mendengarkan guru, apa yang Bu Sri lakukan? Biasanya dengan tindakan/teguran?"
- S : "gak, cuman ya...ya... Cuma ditegur... ditegur terus ibunya bicara apa gitu biar muridnya pada dengerin.
"Biasanya juga ada ceramah pake Bahasa Indonesia sekedar ngasih motivasi. Mbaknya kan juga udah pernah masuk kelas juga kan? Ya seperti yang mbak lihat dikelas."
- R : "Iya, tapi saya kan masuk hanya untuk beberapa kali. Tapi harinya bagaimana. Tiap hari Bu Sri memberi motivasi pada kalian?"
- S : "Yaa.... Sering lah mbak tapi gak selalu."
- R : "Bu Sri kalau mau ngomong apapun sama kalian selalu pakai Bahasa Inggris?"
- S : "Gak selalu."
- R : "Kalau misalnya ratna bertemu Bu Sri di luar kelas, menyapanya juga pakai bahasa Inggris?"
- S : "Lha iya.... Lha iya... eh...gak mbak. Ibu nya yang ngomong Bahasa Inggris tapi akunya gak selalu, soalnya kadang macet mau ngomong, malah jadi diem aja soalnya gak tahu inggris nya, jadi kadang cuma senyum atau ga ya dijawab pakai Bahasa Indonesia."
- R : "Ok... Cukup. Thanks ya waktunya Ratna.....?"
- S : "Ho...oh... santai aja mbak."

Interview 17

Student's Name : Lutfi
Time : 10.00 a.m. (breaktime)
Date : May 22, 2010
Place : In the classroom

- R : "Lutfi suka sengan pelajaran Bahasa Inggris tidak?"
- S : "Lumayanlah mbak"
- R : "Lumayan gimana itu?"
- S : "Kadang suka pas mood, kadang juga gak suka kalau lagi gak mood.."
- R : "Mood kamu gimana misalnya?"
- S : "Kalau gurunya lagi enak ngajarnya. Akunya juga bisa fokus gitu. Tapi kalau lagi mbosenin ya males belajarnya."
- R : "Biasane lagi enaknya pas ngajarnya gimana?"
- S : "Kalau gak cuma dengerin ibunya jelasin, ada kegiatan, ada lagu atau presentasi-presentasi gitu."
- R : "Hm ,...kalau banyak kegiatan, Lutfi nggak bosan ya?"
- S : "He eh"
- R : "Kalau masalah bahasa yang digunakan Bu Sri. Bu Sri kalau mengajar dalam Bahasa Inggris terus atau kadang campur?"
- S : "Kebanyakan Inggris mbak."
- R : "Lutfi paham nggak dengan apa yang disampaikan Bu Sri?"
- S : "Yaa...lumayan mbak"
"Kadang begini lho mbak, sebelum pelajaran tu dah males ngatuk, belum nanti setelah pelajaran Bahasa Inggris nanti ada pelajaran apa gitu lho mbak...."
- R : "Kalau pas pelajaran Bu Sri sering memberi kesempatan bicara pada siswa gak?"
- S : "Iya, tapi juga sebagian besar diem aja mbak, gak bisa."
- R : "Kalau dibandingkan antara banyaknya guru bicara dengan siswa kira-kira menurut Lutfi gimana?"
- S : "Banyakan gurunya no mbak."
- R : "Menurut Lutfi perbandingannya kira-kira berapa dibanding berapa?"
- S : "60 : 40 sampai 70 : 30 kalau menurut aku sih."

R : “Kalau menurut Lutfi, Bu Sri itu lebih banyak Bahasa Inggrisnya atau Bahasa Indonesianya, kira-kira perbandingannya berapa?”

S : “Banyak bahasa Inggrisnya, 80 : 20 mbak kira-kira”

R : “Selama ini Lutfi pernah mengalami kesulitan memahami gak?”

S : “Yo...sering mbak”

R : “Kalau pas begitu, Lutfi ngapain?”

S : “Tanya ma temen-temen biasane.”

R : “Kenapa gak tanya guru langsung?”

S : “Ya, ntar kalau temen gak bisa baru tanya guru.”

R : “Kalau tanya guru kamu pakai Bahasa apa?”

S : “Pake Inggris, soalnya disuruh Bu Sri supaya diusahain pake Inggris.”

R : “Saat menjawab pertanyaan dari siswa biasanya Bu Sri dalam Bahasa Inggris atau Indonesia?”

S : “Inggris terus mbak, meskipun nanyanya pakai Indonesia jawabnya selalu Inggris.”

R : “Biasanya langsung dijawab atau dilempat dulu ke teman lain?”

S : “Ya...hem kadang dilempar dulu, kadang juga langsung dijawab sendiri. Tar kalau dilempar gak ada yang jawab juga akhirnya Bu Sri yang jawab. Tapi kalau sudah dijawab biasanya Bu Sri cuma memperjelas jawabannya.”

R : “Gimana tu memperjelasnya?”

S : “ya misalnya jawaban ini. Bu Sri terus bilang, OK, that’s right, jawaban yang benar ini. Gitu”

R : “O...jadi diulang lagi gitu...”

S : “Ya, Cuma sekilas saja mbak.”

R : “Hemmm....selain itu mengulang jawaban itu tadi, Bu Sri sering mengulang apa saja?”

S : “Pas nerangin, materi itu lho mbak, kalau pada belum mudeng ya diulang lagi.”

R : “Kalau untuk Lutfi sendiri, pengulangan itu perlu atau tidak?”

S : “Ya pengulangan materi itu to mbak.”

R : “Hmm selain mengulang jawaban itu tadi, Bu Sri sering mengulang apa saja?”

S : “Pas nerangin materi itu lho mbak, kalau pada belum mudeng ya diulang lagi.”

R : “Kalau untuk Lutfi sendiri, pengulangan itu perlu atau tidak?”

S : “Yang pengulangan materi itu to Mbak?”

R : “Ya, semua pengulangan dari bu Sri?”

S : “Ya perlulah mbak, nanti kalau lupa gimana.”

R : “OK. Saat mengulang biasanya apa yang sering diulang oleh bu Sri selain materi?”

S : “Yang sering diulang-ulang itu malah motivasi mbak. Meskipun sama tetap diulang lagi besoknya”

R : “Terus tentang membenaran atau koreksi. Dikelas, Bu Sri sering mengoreksi kerja atau ucapan kalian gak?”

S : “Yo iya mbak. Salah pengucapan, pronounciation itu sering banget kalau ada yang salah mengucapkan nanti Bu Sri meminta yang salah tadi diucapkan bersama anak yang salah ngomong...ya...2 atau tiga kali gitu lo, terus nanti bersama-sama satu kelas mengucapkan gitu.”

R : “Selain salah pengucapan ada lagi yang biasa dibenarkan?”

S : “Presentasi misalnya dalam persentasi apakah ada membenaran atau penyalahan yang dilakukan Bu Sri?”

S : “Iya mbak”

R : “Pas gimana atau bagian mana yang sering dikoreksi?”

S : “Pertama ya...pengucapan, kadang tensesnya...kadang juga urutan-urutan penyampaianya...kadang juga pembagian tugas saat presentasi gitu mbak...siapa moderatornya, siapa pembicaranya bla..bla..bla...”

R : “Biasanya kapan itu diberikan? Tiap kelompok selesai atau nanti dijasikan satu ketika semua kelompok sudah maju?”

S : “Satu kelompok maju terus komentar. Kalau dijadiin satu nanti lupa mbak, kan satu kelompok aja bisa banyak banget salahnya. Jadi langsung”

R : “OK. Kalau menurut Lutfi, Bahasa Inggris itu sulit gak?”

S : “Ya lumayan, kalau soal itu yang paling susah itu vocab, itu. Misalnya dari bacaan begini dari cerita diatas manakan pernyataan yang salah? Itu kalau bacaannya udah ditingkat tinggi, pokoknya vocab-vocabnya banyak yang nggak ngerti. Kan pernyataan yang dijawab itukan bahasanya udah beda, itu yang bikin kadang bingung. Kalau pas lisan sih ya....lumayan juga, tapi kadang diajari sama bu Sri”

R : “Kalau secara lisan materi yang disampaikan Bu Sri, kamu paham gak?”

S : “Ya sebagian besar ngeri lah mbak he...he...”

R : “OK. Oya, motivasi atau ceramah yang biasa diucapkan di kelas itu isinya apa saja?”

S : “Yo, cerita-cerita pengalaman Bu Sri dulu, nek kita rame suka diceramahin kalau gak ya kadang, nyemangatin suruh pake bahasa Inggris akalau ngomong kan kita RSBI jadi harus bagus Inggrisnya gitu”

- R : "Hemm...dari situ kamu termotivasi untuk lebih berusaha pake Inggris gak?"
 S : "Kadang-kadang cuma waktu habis dimotivasi aja. Habis itu udah gak, he he...nek gak ada yang ngarahin gitu ya pake Inggris. Yo, cuma pas pelajaran Bahasa Inggris"
 R : "O...ya....saya kira cukup dik makasih ya..."
 S : "Ya ...sama-sama mbak"

Interview 18

Student's Name : Tri Yuniarti
 Time : 09.00 a.m. (breaktime)
 Date : May 22, 2010
 Place : In the classroom

- R : "Bagaimana menurut pendapat anda Yuni tentang Bahasa Inggris?"
 S : "Membosankan. Eh....tapi ra dikandakke gurune to mbak?"
 R : "Nggak"
 S : "ya, sebenarnya menyenangkantapi to berhubung rada-rada gimana gitu. Yo....sedikit membosankan"
 R : "Membosankannya karena apa?"
 S : "Yo....gimana yo...penyampaianya itu kadang-kadang membosankan jadi marai ngantuk. Dan di kelas itu mbak, Bu Sri kalau nyuruh Cuma seringnya Aku atau Lutfi mbak, yang lainnya itu sebenarnya kasihan mbak, gak diperhatikan, ciao....hahaha"
 "Pokoknya kalau ada tugas ata presentasi itu pertamanya mesti Tri Yuniarti sama Lutfi mbak, Jan jadi mangkel aku."
 R : "Jadi gimana kesan yuni tentang cara mengajar Bu Sri?"
 S : "ya sebenarnya enak, tapi tadi itu mbak, nek nyuruh ajek aku sama Lutfi terus."
 R : "Bahasa yang digunakan Bu Sri mudah dipahami tidak buat yuni?"
 S : "Lumayanlah mbak"
 R : "Berarti Yuni paham ya, dengan yang disampaikan bu Sri?"
 S : "Ngeri, paham"
 R : "Selama ini cara mengajar Bu Sri seperti apa?"
 S : "Ya, biasa mbak, ceramah, njelasin, latihan soal. Gitu-gitu lah pokoknya"
 R : "Bu Sri sering memberi kesempatan berbicara tidak pada kalian?"
 S : "Sering mbak tapi jarang yang mau ngomong. Susah je kalau ngomongnya kalau pake Bahasa Inggris."
 R : "Kalau masalah banyaknya bicara antara guru dan siswa, kira-kira kalau dibandingkan bagaimana?"
 S : "Ya banyak gurunya lah mbak. Ya....60 : 40 lah"
 R : "Menurut Yuni perbandingan Bahasa yang digunakan bu Sri antara Inggris sama Indonesia berapa?"
 S : "E....berapa ya...e80:20"
 R : "Yuni pernah mengalami kesulitan gak dalam memahami yang diajarkan Bu Sri?"
 S : "Yo....pernah mbak, mosok gak pernah"
 R : "Kalau pas tidak paham Yuni bertanya gak? Sama siapa?"
 S : "Temen. Sama Lutfi, he he ...yang deket aja"
 R : "Pernah tanya Bu Sri?"
 S : "Juarang buanget, lha ndadak go Bahasa Inggris mbak, tambah mumet"
 R : "Kalau mau menjawab pertanyaan siswa, Bu Sri pake Bahasa Inggris atau Indonesia?"
 S : "Wah bu Sri itu full Inggris pokoke mbak. Nek kita gak dong banget baru Indonesia, tapi jarang."
 R : "Sebelum menjawab, biasanya dilempar ke teman lain dulu nggak?"
 S : "Kalau itu presentasi biasanya guru, tapi kalau lagi pelajaran biasa njelasin materi gitu, biasanya langsung dijawab sendiri."
 R : "Oh, ya"
 "Terus ini, Bu Sri sering melakukan pengulangan gak saat mengajar?"
 S : "Pas njelasin itu, pertanyaan yang gak dijawab-jawab."
 R : "Kalau masih belum ada yang jawab, suka dijawab sendiri?"
 S : "Biasane ditanya satu-satu, gimana mbak ini, gimana mbak, ya, tapi nek gak ada yang njawab to dijawab sendiri."
 R : "Oh...gitu"
 S : "Ho oh, dan aku selalu yang pertama"
 R : "Ya....mungkin bu Sri suka sama Yuni."

- S : “Bukan begitu mbak, itu soalnya aku paling rame di kelas.”
R : “hem...Bu Sri sering begitu ya, memberikan pertanyaan kalau ada yang rame?”
S : “Iya...kebanyakan aku je.”
R : “Ya, dengan begitu kan, Yuni banyak kesempatan praktek bicara dalam Bahasa Inggris kan?”
S : “Iya sih, udah biasa jane, tapi yo tetep mumet mbak.”
R : “OK, balik lagi ke pengulangan ya, Buat Yuni pengulangan itu perlu tidak?”
S : “Yo perlu mbak. Kadang tu kalau dijelasin sekali suka gak dong, tar yang kedua baru ngeh gitu apa yang dibahas bu Sri.”
R : “Biasanya yang sering diulang itu apa selain materi?”
S : “Yo kadang-kadang kalau Bu Sri nanya belum dijawab tar diulang terus sampai mentok gak bisa....gitu.”
R : “OK....itu tadi tentang pengulangan ya....terus masalah koreksi. Kalau sedang pelajaran Bahasa Inggris, Bu Sri suka mengoreksi kalian atau gak?” “Misalnya ada kesalahan pengucapan atau susunan kalimat, semacam itu...”
S : “Oh...ya, pernah mbak. Sering juga dink. Nek misal suruh baca atau ngomong pake Bahasa Inggris yang sering dibenerin tu pengucapajnya, susunan kalimat juga pernah sibh tapi lebih sering pengucapannya?”
R : “Biasanya kapan Bu Sri membenarkannya, langsung atau nanti di akhir pelajaran?”
S : “Ya...kalau disuruh baca, langsung mbak. Selesai baca langsung mbak. Selesai baca langsung dibenerin Bu Sri...suruh menirukan sama-sama gitu?”
R : “Selain penucapan sama susunan kalimat, ada lagi yang biasa dikoreksi?”
S : “Paling banyak yo, pengucapan, ding mbak. Oh...hooh mbak, ngani, nek pas tanya jawab kadang kita ada Indonesiane. Soale bahasa Inggris masih lum lancar, jadi yang dikoreksi komentar ke kurangnya penggunaan Inggris dalam menjawab pertanyaan temen. Kalau presentasinya kan kadang kita tinggal baca aja to mbak, lha nek jawab kan mikir dewe to mbak, he...he...lupa. Jadi lebih susah membahasa Inggriske”
R : “Apa yang dikoreksi dalam presentasi?”
S : “Yo, yang tadi tentang koreksi ya. Sekarang tentang suasana kelas. Biasanya apa yang Bu Sri lakukan kelas sedang ramai?”
S : “Yo, pernah. Biasane suruh ngulang tadi Bu Sri ngomong apa. Nek dia hak bisa kan terus diem mbak. Nek anak-anak susah dibilangin terus, ceramah, he he ...kadang yo gur meneng wae sambil ngeliatin kita gitu, suwe-suwe do meneng dhewe yo an sadar dhewe”
R : “Bu Sri kalau mengingatkan supaya gak rame pakai Bahasa apa?”
S : “Yo....pake Bahasa Inggris mbak. Tapi nek ceramah Indonesia ding wong panjang banget he..he...”
R : “OK. Itu aja. Dik makasih ya waktunya”
S : “Sip. Sama-sama mbak”.

Interview 19

Student's Name : Elsy
Time : 09.15 a.m. (breaktime)
Date : May 22, 2010
Place : In the classroom

- R : “Elsya, menurut pendapat kami pelajaran Bahasa Inggris itu gimana?”
S : “Ya, hampir sama sebenarnya tu asik mbak, soalnya kan Bahasa Inggris itukan jembatan untuk menuju dunia internasional, tapi kadang-kadang tu yo itu agak ngantuk.”
R : “Oh ya...kalian yang pertama mendapatkan sistem pembelajaran RSBI ya?”
S : “Iya mbak, makanya kita tu kaya kelinci percobaan.”
R : “Kalau tentang gurunya. Elsy suka atau tidak dengan cara mengajar Bu Sri?”
S : “Ya, sebenarnya sih harusnya suka, kan pelajaran itu bisa disukai awalnya suka dulu sama gurunya.”
R : “Bagaimana dengan bahasanya, mudah dipahami atau sulit dipahami?”
S : “Ya lumayan mbak, gak begitu sulit”
R : “Kesan Elsy terhadap cara mengajar Bu Sri gimana?”
S : “Ya...sebenarnya cara berbicara dan cara mengajarnya Bu Sri itu juga udah lumayan, tapi kalau bisa tu diselingi game-game atau apa gitu lho.. Biar siswa itu gak bosan.”
R : “Memang cara mengajarnya selama ini seperti apa?”
S : “Ya, kata pelajaran lain gitu, mendengarkan penjelasan, nanti kalau ada soal ya dikerjakan.”
R : “Yang games tadi juga pernah diberikan”
S : “Gak. Gak pernah”

- R : “Selama ini Bu Sri memberi kesempatan berbicara pada kalian tidak saat proses belajar mengajar di kelas?”
- S : “Wu...sering banget mbak, kesempatan bertanya itu satu kali pertemuan bisa berkali-kali, tapi yang namanya murid pada umumnya kan kalau disuruh ngomong kebanyakan diem, nek disuruh diem malah ngomong. Ya...jarang ada, yang nanya mbak.”
- R : “Oya...Bu Sri kalau mengajar full Inggris atau kadang Bahasa Indonesia?”
- S : “Kebanyakan Inggris kalau nggak dong baru pakai Bahasa Indonesia.”
- R : “Kalau dibandingkan banyaknya bicara antara guru dan murid gimana Elsy?”
- S : “Yo, banyak gurunya mbak, tapi ya tergantung pelajarannya. Kalau nerangin ya banyak gurunya tapi kalau pas presentasi banyak kitanya.”
- R : “Kalau pelajaran biasa kira-kira berapa Elsy?”
- S : “Ya....70 dibanding 30 lah mbak.”
- R : “Elsya, pernah mengalami kesulitan gak saat diajar Bu Sri?”
- S : “Gak mbak, tapi nek ketrampilan, nek conversation itu lho pake grammar gitu lho....rumit.”
- R : “Elsya, ngapain kalau sedang tidak paham? Bertanya gak?”
- S : “Nanya. Nanya temen dulu. Kan kalau ada tugas belum jelas yang mana. Nanti saya nananya pas Bu Sri ke meja, gitu.”
- R : “Kamu nanyanya pake Bahasa Inggris atau Indonesia?”
- S : “Pake Inggris. Tar kalau gak bisa diajarin kok mbak, yang penting mau mencoba dulu.”
- R : “Ya....hemmm...
Masalah pengulangan. Bu Sri sering mengulang gak saat mengajar?”
- S : “Ya, diakhir gitu....”
- R : “Biasanya apa yang diulang?”
- S : “Materi hari ini gitu loh mbak.”
- R : “Bu Sri sering mengulang pertanyaan atau yang lain gak?”
- S : “O iya...he...eh...nek gak ada yang jawab di ulang-ulang, ditanya satu-satu. Biasane yang ditanya itu yang rame-rame. Bu Sri itu suka memperhatikan, misalnya ada siswa yang ketok nggak mood itu ditanya kenapa kok beberapa hari ini kok gak mood, gak semangat. Jadi beliau itu perhatian banget sama anak yang jarang memperhatikan gitu mbak. Terus berlanjut ngasih motivasi gitu mbak.”
- R : “Hem...OK. Kalau buat Elsy sendiri pengulangan itu perlu atau tidak?”
- S : “Ya perlu sih mbak sebenarnya, soalnya aku gampang lupa, hari ini dijelasin apa kalau gak tak catet nanti malam mau belajar dah lupa lagi gitu. Jadi perlu ada pengulangan. Kalau disuruh download sendiri soal-soal lewat internet itu kadang aku juga gak tahu mbak, lupa tadi disuruh ngapaen nek gak dicatet.”
- R : “Oh, ya Bu Sri sempat bilang sama saya kalau Elsu itu aktif di kelas, suka bertanya....”
- S : “Ah...gak kok mbak. Fitnah itu...gak pernah aku mbak...aku gak pernah tanya kok mbak....beneran”
- R : “Yaudah..yaudah...kembali lagi ke pengulangan. Biasanya apa yang sering diulang-ulang oleh Bu Sri saat mengajar?”
- S : “Ya....motivasi-motivasi gitu...cerita-cerita pengalaman dulu pernah ngajar dimana gitu....”
- R : “Kalau pertanyaan-pertanyaan gitu sering diulang gak?”
- S : “Ya kadang-kadang mbak, tergantung. Kalau bu Sri nanya langsung dijawab ya gak diulang. Kalau gak dijawab-jawab ya diulang tapi kadang dijawab sendiri nek gak ada yang ngomong gitu”
- R : “Hem....gitu ya. Itu tadi tentang pengulangan, kalau masalah koreksi, koreksi apa saja yang diberikan oleh Bu Sri?”
- S : “Piye mbak?”
- R : “Hm..misalnya Elsy melakukan kesalahan pengucapan waktu membaca atau speaking gitu....Bu Sri gimana mengoreksinya?”
- S : “Ooo...dibiarkan dulu sampai selesai membaca, baru nanti dibenerin, disuruh mengucapkan meniru ibunya....gantian mbak....”
- R : “O..ya...selain pengucapan apa lagi yang biasa dikoreksi?”
- S : “Hmmm...apa ya...em ini mbak...tenses. Kalau kita disuruh bikin paragraf kaya cerita atau apa gitu yang terus disuruh dibaca did epan gitu biasanya tensesnya yang banyak dikoreksi....”
- R : “OK....gimana kalau presentasi....apa yang biasa dapat koreksi dari Bu Guru?”
- S : “Yo...pronunciation, materinya, cara membacanya....gitu-gitu mbak.”
- R : “Berarti sebagian besar hampir sama ya...pronunciationnya paling sering dikoreksi”
- S : “Ho o...lha susah je mbak...beda banget sama tulisannya”
- R : “Berarti sebagian besar hampir sama ya...pronunciationnya paling sering dikoreksi”
- S : “Hooh...lha susah je mbak....beda banget sama tulisannya”
- R : “Kalau menurut Elsy, Bahasa Inggris itu sulit gak?”
- S : “Kalau dari kitanya itu gak sulit mbak. Tapi ya tergantung mood juga sih. Nek mood e enak yo seneng jadi gampang, nek pas ra mood yo jadi susah kabeh mbak apapun pelajarannya”

- R : "OK deh...he...he...sekarang tentang suasana kelas. Kalau kelas lagi rame pas Bu Sri menjelaskan materi, Bu Sri biasanya ngapain supaya anak-anak mendengarkan lagi?"
- S : "Biasanya yo...disindir-sindir yang rame, ya kayak bilang silent please. Nek pada rame tu kadang malah terus ceramah mbak, cerita ini itu"
- R : "Kalau ceramah/ngingetin itu pake Bahasa Indonesia / Inggris?"
- S : "Nek ngingetin banyak Inggrisnya tapi nek ceramah banyak Indonesianya"
- R : "OK, gitu aja Elsy, makasih waktunya ya..."
- S : "Sama-sama, mbak"

Interview 20

Student's Name : Lusy
 Time : 09.30 a.m. (breaktime)
 Date : May 22, 2010
 Place : In the classroom

- R : "Kalau menurut Lucy pelajaran Bahasa Inggris itu gimana?"
- S : "Kalau saya, menenyangkan soalnya ya aku pengen banget to bisa Bahasa Inggris itu to. Soalnya dunia sekarang kan nuntut banget Bahasa Inggris, tapi kalau buat pelajarannya susah banget soalnya ya kadang membosankan. Jadi kurang lebih deket gitu lho, biar mudah."
- R : "Deket apanya dik.. Sama gurunya?"
- S : "Sama gurunya sih deket, tapi sama pelajarannya itu lho."
- R : "Lusy suka tidak dengan cara Bu Sri mengajar?"
- S : "Ya lumayan"
- R : "Kalau tentang bahasa yang diupakai Bu Sri mengajar mudah dipahami atau tidak?"
- S : "Lumayan juga mbak, tapi sebagian besar saya paham kok."
- S : "Sebenarnya enak ngajarnya, tapi mungkin emang dari kitanya mbak yang kadang suka memasukkan pelajaran itu ke otak."
- R : "Kalau dikelas suka diberi kesempatan bicara tidak?"
- S : "Iya, sebenarnya banyak itu mbak, berhubungan kesempatan bicaranya itu harus pakai Bahasa Inggris jadi kebanyakan diem aja, Cuma beberapa yang ngomong."
- R : "Saat mengajar, bahasa yang digunakan Bu Sri Inggris penuh atau campur?"
- S : "Banyak Inggrisnya, tapi juga kadang diselipin Bahasa Indonesia"
- R : "Menurut Lusy berapa kira-kira perbandingan antara banyaknya guru bicara dan siswa bicara?"
- S : "Ya itu tadi mbak seperti kata teman saya, tergantung pelajarane nerangin atau presentasi. Kalau pelajaran yang kira-kira 70 : 30 lah mbak."
- R : "Selama diajar Bu Sri, Lusy pernah mengalami kesulitan memahami gak?"
- S : "Yo pernah mbak. Wong kadang aku juga donya lama mbak. Apalagi nek pas ngomongnya kurang keras jadi kadangkala ku apa tadi yang diomongin, suka kelewat."
- R : "Ketika menemui kesulitan, apa yang biasa Lusy lakukan?"
- S : "Kadang cuma diem, kadang nanya teman semeja."
- R : "Pernah nanya bu guru gak?"
- S : "Nggak....he...he..."
- R : "Kenapa?"
- S : "Malu aku, nek pake Inggris susah"
- R : "Kalau misalnya ada yang nanya sama guru, gitu biasanya Bu Sri langsung menjawab atau ditanya ke yang lain ada yang bisa jawab atau tidak dulu nggak?"
- S : "Ho oh...iya...tar kalau ada yang bisa baru dijawab sendiri."
- R : "OK, selain kesempatan bertanya apakah kalian juga diberi kesempatan berpendapat?"
- S : "Ya...ho oh juga, tapi biasanya gak ada yang ngomong."
- R : "Kenapa?"
- S : "Males, he...he...he....sama nggak tahu juga sih
 Tapi nek kita kelihatan males juga malah ditanya terus kenapa males, gak memperhatikan ini, itu akhirnya njur ceramah, motivasi gitu."

- R : “Kalau masalah pengulangan, Bu Sri kan sering mengulang materi maupun pertanyaan. Buat Lusy itu perlu tidak?”
- S : “Ya perlu, kan kadang kita lupa kalau gak diulang diingetin lagi.”
- R : “Hem, biasanya apa yang sering diucapkan berulang-ulang oleh Bu Sri?”
- S : “Ya itu mbak, penjelasan materi, pertanyaan sama motivasi.”
- R : “Kapan itu? Langsung atau nanti pas di akhir pelajaran sebagai review gitu?”
- S : “Biasane langsung mbak. Kalau misal aku baca atau ngomong salah gitu, tar ditunggu aku selesai ngomong terus nanti langsung dikomentari terus dibenerin. Kalau ada presentasi juga banyak digituin mbak.”
- R : “Maksudnya digituin, diapain?”
- S : “Kalau presentasi kelompok itu kan satu kelompok biasanya banyak yang diomongin to mbak, lha banyak salahnya juga biasanya, jadi Bu guru mengoreksi banyak juga disitu”
- R : “Biasanya apa saja yang dikoreksi/dibenarkan Bu guru saat kalian presentasi?”
- S : “Ya...pengucapan yo iya, cara penyampaian yo hoooh, yo gitu-gitu...”
- R : “Itu langsung diberikan setelah kelompok itu presentasi atau nanti kalau semua kelompok sudah maju?”
- S : “Nggak, biasane satu selesai nanti ada komentar-komentar dari Bu Sri, yang ini salah harusnya hini,tapi ngasih kesempatan buat temen-temen dulu buat komentar atau tanya, baru Bu Sri yang terakhir ngasih kesimpulan”
- R : “Kesimpulannya isinya apa saja?”
- S : “Yo, komentar presentasi yang barusan itu kayak gimana, kurangnya apa, nanti kalau ada yang salah-salah pengucapan atau tensenya gitu dineberin sama-sama, ya seperti itulah mbak. Kadang ada juga motivasi untuk lebih banyak pake Bahasa Inggris kalau menjawab pas presentasi. Kan kita masih...apa...masih banyak salah kalau ngomong pakai Bahasa Inggris”
- R : “Berarti ada motibasi ajakan-ajakan untuk memakai Bahasa Inggris untuk berkomunikasi ya. Khususnya dalam kelas?”
- S : “Iya mbak”
- R : “Kalau Bu Sri memberi motivasi semacam itu, apakah Lusy termoribasi untuk banyak mencoba pakai Bahasa Inggris di sekolah / di kelas?”
- S : “Ya iya, mbak. Lagian aku juga suka Bahasa Inggris, hadi aku pengen bisa”
- R : “OK. Itu tadi tentang motivasi dan koreksi ya...sekarang tentang suasana kelas. Kalau suasana kelas ramai saat Bu Sri sedang menyampaikan materi, biasanya Bu Sri mengingatkannya lewat ucapan atau tindakan?”
- S : “Biasanya diingatkan, lewat kata-kata mbak, suruh diem. Kalau gak kadang ditanya “What are you doing?” gitu. Yo kadang cuma diliatin aja yang ramai, ntar diem sendiri. Takut he...he...”
- R : “Macem-macem ya caranya...OK, gitu aja dulu Lusy, makasih ya waktunya”
- S : “Sama-sama”

Interview 21

Interviewee : Ratna Mutiasari
 Time : 02.15 p.m
 Date : May 20, 2010
 Place : Lobby

- R : “Bagaimana pendapat Mutia tentang pelajaran bahasa Inggris yang diajar oleh Bu Sri?”
- S : “kalau saya sih.... Seneng, seru. Tapi kadang-kadang juga bosan, kalau cuma suruh dengerin ibu nya tu kadang bosan.
- R : “Bosennya kenapa?”
- S : “Ya, soalnya cuma disuruh dengerin tok.”
- R : “Jadi masalahnya Muti gak ngapa-ngapain gitu ya?”
- S : “Iya, kalau cuma bentar sih gak papa, tapi kalau lama ya mbosenin.”
- R : “kalau yang buat Mutia seneng apanya?”
- S : “Ya, kalau pas mulai ngerjain, kalau ada presentasi juga seru, listening itu juga seru, banyak sih.”
- R : “Kalau mengajar, Bu Sri selalu menggunakan Bahasa Inggris atau campur?”
- S : “Seringnya Bahasa Inggris.”
- R : “Mutia bisa memahami apa yang disampaikan oleh Bu Sri tidak?”
- S : “Ada yang mudeng ada yang nggak. Tapi kalau Bu Sri biasanya, kalau kita enggak mudeng suka dijelasin.”

R : "Mutia tidak mudengnya karena Bu Sri bicaranya terlalu cepat atau karena memakai Bahasa Inggris terus atau bagaimana?"

S : "Kadang kata-kata yang diucapkan aku ga tau artinya. Itu artinya apa ya... gitu!"

R : "Owh... Gitu...?"

S : "Iya, tapi... tapi kalau Bu Sri biasanya em....ngasih artinya itu apa tapi Bahasa Inggris pakai kata lain gitu lho mbak."

R : "Jadi petunjuk dari Bu Sri juga memakai Bahasa Inggris gitu ya untuk membuat kalian mengerti?"

S : "He....em!"

R : "Kalau Mutia sedang mengalami kesulitan memahami gitu, biasanya Muti ngapain? Diem saja atau bertanya?"

S : "Biasanya kalau saya nanya ke temen."

R : "Pernah langsung bertanya pada Bu Sri?"

S : "Jarang mbak, he...he...he..."

R : "Kenapa?"

S : "Soalnya.... he..he.. soalnya aku itu kebanyakan malu kalau mau ngacung sendiri angkat tangan sendiri gitu lho mbak."

R : "Ada nggak diantara temen-temen yang aktif bertanya?"

S : "Hee...he... iya ada, banyak."

R : "Ok...ok...ya... sekarang kalau dibandingkan banyaknya guru bicara dengan banyaknya siswa bicara, kira-kira berapa banding berapa?"

S : "Yaa... mungkin 60 : 40."

R : "Yang 60 siapa dan yang 40 siapa?"

S : "Yang 60 gurunya lah mbak, kalau yang 60 muridnya ajaib ni mbak. 40 persen itu aja yang banyak ngomong muridnya cuma itu-itu aja mbak"

R : "Yang aktif ngomong di kelas Mutia yang putra atau putri?"

S : "“Kalau yang cowok itu kalau ditanya baru ngomong tapi kalau yang cewek ada yang bener-bener aktif”

R : "Kalau Mutia termasuk yang mana?"

S : "Kalau saya yang biasa-biasa aja mbak. Kalau ditanya ya ngomong kalau gak ya diem aja"

R : "Mutia pernah belum, tanya sama Bu Sri dalam Bahasa Inggris?"

S : "Belum... eh pernah ketoke mbak waktu itu sekali pas apa ya.... Waktu itu... wah lupa mbak"

R : "Kalau Bu Sri yang bertanya pada Mutia tentang suatu hal diluar teks gitu Mutia jawabnya pakai Bahasa Inggris atau Indonesia?"

S : "Bahasa Inggris. Kan kalau ada tes gitu kita menganggapnya harus pakai Bahasa Inggris"

R : "Kalau ada siswa yang bertanya memakai Bahasa Inggris, Bu Sri suka memberi petunjuk ga? Kalau tadi kan Mutia bilang Bu Sri suka menjelaskan suatu kata dengan kata lain tapi masih dalam Bahasa Inggris"

S : "Iya mbak. Kalau gak gitu ya biasanya tanya yang lain pada tau gak yang ditanyakan, tapi pake Bahasa Inggris. Nanti kalau gak ada yang tahu trus di jawab sendiri sama Bu Sri. Jadi kalau kita sudah mentok ya selalu balik ke guru lagi guru lagi gitu"

R : "Kalian suka diberi kesempatan bicara tidak?"

S : "Serrring... tapi ya... seumpamanya kita ditanya bu guru ada yang mau nanya gak, paling yang nanya cuma satu dua orang tapi yang lain cuma diem aja ndengerin tok."

R : "Selain kesempatan bertanya kesempatan apa lagi yang diberikan?"

S : "Kesempatan bertanya, kesempatan buat ngomong pendapat, terus tentang apa yang dipelajari tadi itu."

R : "O...banyak berarti yang kesempatan kalian bicara?. Mutia kalau diberi kesempatan ngomong oleh Bu Sri seneng gak?"

S : "E.. kalau dulu ya.. pertamanya itu ya deg-degan buanget, tapi kalau sekarang-sekarang udah sering jadi ya lumayan seneng.
"Tapi kalau mau nanya masih tetep deg-degan."

R : "Kalau mau nanya?"

S : "Iya, kalau misalnya ngerjain sesuatu terus disuruh presentasi gitu sudah biasa."

R : "Oya... tentang presentasi. Kalian kan sering diminta membuat power point untuk dipresentasikan di depan kelas. Biasanya minta presentasi tinggal membaca aja slidennya atau juga memakai bahasa sendiri untuk menjelaskan?"

S : "Kalau pas presentasinya kita cuma baca yang ada di slide tapi nanti kalau ada pertanyaan baru menggunakan bahasa sendiri untuk menjawab."

R : "Bu Sri suka bertanya gak ketika kalian presentasi?"

S : "Pas presentasi?"

R : "Iya....!"

S : "Ya, Bu Sri biasanya nanya sama kelas bagaimana sih menurut kalian tentang presentasi barusan, ada pertanyaan tidak soal presentasi ini, terus apalagi ya.... Em.... Comment, ada komentar gak soal presentasi ini, atau apa gitu..."

R : "Kalau bertanya pada kalian, Bu Sri selalu pakai Bahasa Inggris ya?"

S : "Iya...!"

R : "Menjawab pertanyaan juga pakai Bahasa Inggris?"

S : "He...em.... Kebanyakan Ho...oh... tapi kalau seumpamanya gak dong ya ditranslate pake Bahasa Indonesia."

R : "Kalau ini, em.... Bu Sri ngomong dalam Bahasa Inggris dan Bahasa Indonesia perbandingan kira-kira berapa, Mutia?"

S : "Ya... banyak Bahasa Inggris nya mbak, paling antara 70 : 30, paling lho."

R : "Kalau kalian gimana?"

S : "Ya... kebalikannya paling, hiiiiiaahhaaha....."

R : "Hehe... Kemudian tentang pengulangan. Saat mengajar apakah Bu Sri sering mengulang?"

S : "Oh...ya. Kalau ada yang belum jelas, paling diulang. Bagian mana yang belum jelas terus diulang kembali ke bagian itu."

R : "Hem..... gitu...?"

 "Kalau pas listening Bu Sri juga mengulang?"

S : "Iya..."

R : "Kalian biasanya butuh berapa kali pengulangan kalau listening?"

S : "Kalau biasanya dua. Dua sampai tiga kali. Kalau kata-katanya sulit bisa tiga kali, tapi kalau cuma listening biasa yang agak mudah itu cuma dua kali."

R : "Dari dua sampai tiga kali pengulangan kalian sudah bisa mendapatkan semua informasinya?"

S : "Ya... kalau cuma ngisi titik-titik itu sudah bisa, tapi kalau kata-katanya sulit itu suka kelewat-lewat itu lho mbak. Kalau ide pokoknya sudah bisa dari dua kali, tapi kalau sampai yang detail-detail itu gak bisa."

R : "Ya... Ketika saya masuk pertama dikelas Mutia kan waktu itu juga listening dan belum ada rekamannya. Bagi Mutia, Mutia lebih bisa menangkap informasi bacaan lebih cepat yang mana antara dengan menggunakan Tape/rekaman atau ketika dibacakan guru."

S : "Kalau bu guru yang bacain kadang kalau belakang gak kedengeran. Kalau keras atau tidaknya mending pakai tape tapi kalau kejelasan kata-kata atau pengucapannya mending dibacain Bu Sri."

R : "Kemudian, setelah listening kan biasanya ada soal-soal yang harus dijawab. Pertanyaan-pertanyaan bacaan. Misalnya, ada siswa menjawab, tetapi jawabannya kurang bener gitu ya... langsung dibenarkan Bu Sri atau dibahas bareng dulu?"

S : "Biasanya temen-temen ditanya dulu, ada pendapat lain ga, udah bener belum, seumpama salah, temen yang bilang salah suruh jelasin yang salah bagian mana, tapi kalau seumpamanya pada bilang bener tapi salah, dijelasin ini tu salah, terus baru dibenerin."

R : "Kalau semacam koreksi pengucapannya gitu ada gak?"

S : "O...iya ada juga! Misalnya salah ngucapin. Soalnya saya juga pernah waktu itu membaca kalimat, salahnya tu diawal, Bu Sri nunggu sampai selesai baca baru nanti di benerin, dijelasin. Terus disuruh mengucapkan bersama-sama, itu sering banget kok mbak. Waktu cerita itu ada beberapa yang salah terus nanti habis 3 orang cerita tadi diulangi."

R : "Jadi Bu Sri suka mengulang ya supaya kalian tahu kesalahan kelaian dan pembenarannya?"

S : "Iya soalnya kita jawa banget gitu lho mbak ngomongnya kalau Bu Sri kan ngomongnya bagus banget, kaya orang Inggris beneran."

R : "Oya... kapan Bu Sri memberikan saran/motivasi/komentar/umpan balik pada kalian?"

S : "Wo... sering mbak. Sebenarnya kalian itu begini... begini.... Begini, kalau pada gak mendengarkan gitu mbak. Ceramah."

R : "Pakai Bahasa Indonesia kan?"

S : "Inggris. Tapi awalnya itu kadang Bahasa Inggris, terus nanti ditengah atau diakhir disisipi Bahasa Indonesia."

R : "Hem..... setelah usai pelajaran gitu Bu Sri suka bertanya kaya untuk evaluasi hari ini ga?"

S : "Ya... biasanya nanya-nanya tadi itu apa yang kita dapet, terus kadang kalau masih ada sisa waktu biasanya ngobrol-ngobrol sama murid."

R : "Ya Sudahlah.... Cukup dik, makasih ya...?"

S : "Iya, sama-sama mbak..."

Interview 22

Ss : Fikri and Darpito (S₁ dan S₂)

Place : Classroom

Time : 11.45 (breaktime)

R : Dik, bisa minta waktu ngobrol gak?

S₂ : Iya mbak, bisa.

R : Suka plajaran bahasa Inggris gak?

S₁ : Yaaa.....lumayan

R : Kalo Darpito gimana?

S₂ : Ya....lumaya juga mbak

R : Kanapa suka bahasa Inggris?

S₂ : Ya...soalnya bahasa Inggris itu buat penasaran

R : Penasan bagaimana maksudnya?

S₂ : Soalnya banyak yang gak tau artinya mbak... he....

R : Kalau Fikri kenapa suka bahasa Inggris?

S₁ : Saya suka bahasa Inggris karena bahasa Inggris itu kalau saya gunakan di luar negeri itu sering digunakan

R : Jadi Fikri punya cita-cita pergi ke luar negeri?

S₁ : Insya Allah

R : Wah, cita-cita yang bagus itu dek.

Kemana Fikri?

S₁ : ke Spanyol

R : Ya...berarti harus serius belajarnya. Fikri suka dengan bu Sri Sarjiati?

S₁ : Ya, lumayan suka, lumayan aja

R : Kalau Darpito?

S₂ : Lumayan juga mbak

R : Kenapa jawabannya sama terus sama Fikri?

S₂ : Ya... gimana ya mbak. Soalnya Bu Sri itu ga begitu tegas gitu lho mbak. Eh....kok ga begitu tegas to... gak begitu galak.

R : Dari segi bahasa, bahasa yang digunakan Bu Sri saat mengajar mudah dimengerti atau tidak? Fikri?

S₁ : Ya, Cuma. Sebenarnya bahasanya itu mudah untuk dimengerti tapi omongnya itu kurang keras.

S₂ : Iya... kurang keras

R : Saat mengajar, Bu Sri selalu menggunakan bahasa Inggris atau tidak?

S₁ : Ya...selalu mbak. Cima disisipi bahasa Indonesia dikit-dikit.

Kalau Inggris terus khan ada yang grammarnya tingkat bawah, ada yang grammarnya tingkat atas, ha...jadi dicampur-campur mbak. Biar teori itu bisa dimengerti daripada kalau Inggris terus.

R : Kalian sendiri apakah selama di ajar Bu Sri bisa mengerti materinya?

S₂ : Ya

S₁ : Ya, saya ngerti

R : Ada kesulitan tidak dalam memahami materi yang disampaikan guru?

S₁ : Menurut saya ya itu tadi, kurang keras kata-katanya itu, jadi ga jelas

R : Jadi andaikata, Bu Sri lebih keras suaranya Fikri juga lebih bisa mengerti?

S₁ : Iya, gitu mbak

R : Kalau tidak begitu jelas, Bu Sri suka bertanya gak?

S₁ : Apa?

R : Suka bertanya gak?

S₁ : Bertanya gimana mbak

R : Maksudnya, apakah Bu Sri suka bertanya pada kalian sudah mengerti apa belum gitu?

S₁ : Sering

R : Biasanya cara bertanya bagaimana?

S₂ : Ya kaya..."Do you understand?"

Ya gitu-gitu mbak. Something like that.

R : Sesering apa Bu Sri bertanya pada kalian?

S₁ : Ya..paling kalo udah rampung satu materi tanya-tanya "Pahan ya?, paham ya?"

R : Nah, kalian sendiri?

S₂ : Maksudnya gimana?

R : Sering bertanya pada guru tidak kalau tidak mengerti?

S₁ : Nanya soal materi?

R : Iya

S₁ : Wo...tak kiro nanya opo, kalau saya gak sering.

S₂ : Kalau saya kadang-kadang

R : Kalau kalian bertanya pada guru, biasanya pakai bahasa Inggris atau Indonesia?

S₁ : Campur-campur, mbak
Kalau dekat banget sama gurunya juga sering bahasa Jawa malah.

R : Kalau sama Bu Sri?

S₂ : Ya... mungkin 80 banding 20% lah mbak
80% persen bahasa Inggris 20% bahasa Indonesia

R : Siapa iut? Kalian kah?

S₁ : Iya, kitanya yang nanya. Kan ga sering-sering nanya mbak. Kita kalau bertanya sebagian besar pakai Inggris, pernah juga Indonesia kalau mentok ga tau Inggrisnya.
Tapi sananya selalu pake Inggris 100%.

R : Yang memakai 80% bahasa Inggris 20% bahasa Indonesia tadi kamu atau Bu Sri?

S₂ : Sayanya mbak, contohnya gini :
"Bu, I don't dong the material" heheheheheh

R : Oya... kalau kalian bertanya pada guru Bu Sri, beliau lempar dulu ke teman lain atau langsung dijawab?

S₁ : Ga pernah dilempar, langsung jawab

R : Kalian biasanya kalau mengalami kesulitan, langsung bertanya pada Bu Sri atau ke teman dulu?

S₁ : Ke teman dulu, heheheh

R : Kenapa?

S₂ : Kalau ma temen kan ga usah mikir bikin kalimat Inggris dulu, pakai bahasa apapun bisa, kalau sama bu guru disarankan pake Inggris je.

R : Mengenai kesempatan bicara. Apakah kalian diberi kesempatan bicara oleh Bu Sri?

S₁ : Ya, kesempatan bertanya

R : Kesempatan bertanya ya....
Selain bertanya tentang materi, biasanya kesempatan bertanya diberikan lagi kapan?

S₁ : Biasanya kalau presentasi atau apalah

S₂ : Apalah ki opo?

S₂ : (geleng kepala) Embuh, hehehehe

R : Kalau ada presentasi gitu, kalian suka diberi kesempatan memberi pendapat atau masukan tidak?

S₁ : Kadang-kadang aja, mbak

R : Menurut kalian perbandingan antara banyaknya guru bicara dengan siswa kira-kira berapa banding berapa?

S₁ : Ya.... 65 : 35 lah mbak

R : O...ya
Saat mengajar, Bu Sri sering melakukan pengulangan tidak?

S₁ : Ya....

R : Kalau ada kata-kata yang sulit, biasanya diulang ga?

S₁ : Ya, ada

R : Bagi Fikri sama Darpito, pengulangan itu perlu tidak?

S₁ + S₂ : Ya, perlu

S₁ : Kan kadang kita juga belum jelas to

R : Tadi saya lihat, waktu Bu Sri bertanya pada kalian, "Do you understand?" kenapa kalian diam saja?

S₁ : Ya, diamnya itu karna ga tau

R : Ya. Kata-kata atau omongan-omongan yang sering diulang berupa apa saja?

S₁ + S₂ : Hehe.... Opo yo

R : Ga ada? Kalau bertanya juga tidak pernah diulang? Hanya sekali?

S₁ : Ya, kalau sudah dijawab, ga diulang lagi.

R : Kalau tidak ada yang jawab?

S₁ : Biasanya dipancing-pancing biar ada yang jawab

R : O...jadi Bu Sri sering memberi petunjuk pada siswa supaya bisa menjawab?

S₁ : Iya

R : Misalnya pertanyaan itu sudah ada yang menjawab, tetapi jawabannya salah. Lalu jawaban itu akan langsung disalahkan dan dibenarkan oleh Bu Sri atau memberi kesempatan siswa lain dulu untuk membetulkan?

S₁ : Biasanya Bu Sri tanya dulu sama yang lain, dicek dulu kepastiannya udah bener apa belum. Lhah...kan udah to, yang laen pada membenarkan, nanti kalau sudah selesai, jadi Bu Sri tu "nggenteni" sampai rampung pendapat-pendapat yang masuk, nanti terakhir disimpulkan trus dibenarkan.

R : Kemudian selama pelajaran berlangsung, Bu Sri sering memberi motivasi belajar atau masukan atau saran tidak pada kalian?

S₁ : Ada mbak, sering

R : Biasanya diberikan kapan?

S₁ : Kalo ada presentasi, habis 1 kelompok selesai nanti trus dikasih saran. Kalau diakhir pelajaran nanti ndak lupa saran yang mana yang mau disampaikan.

R : Apakah saran yang diberikan itu berpengaruh terhadap kalian?

S₁ : Ya... itu saran yang membangun kok mbak

R : Saya tadi sempat mendengar Bu Sri meminta kalian praktek bicara di rumah, nah kalian tergugah buat praktek tidak.

S₁ : He..he..ya kalau saya belum pernah praktek mbak

R : Selain memberikan saran, apakah Bu Sri sering memberikan koreksi pada kalian, misalnya vocabulary, tata bahasa?

S₁ : Wo, sering mbak

R : Apa yang biasa Bu Sri lakukan dalam memberikan koreksi?

S₁ : Ya, seperti tadi mbak, biasanya tanya dulu sama yang lain, dipastikan apakah pengucapan sama susunannya sudah benar belum, nanti kalau sudah pada ngasih pendapat, nanti kalau sudah pada ngasih pendapat, ibunya ngasih kesimpulan jawaban yang bener gitu.

R : Kalau yang salah pengucapannya, tanya temen dulu juga?

S₁ : Kalau yang salah cuma pengucapannya langsung dibenerin, Eh, tapi kadang juga tanya murid dulu ding mbak

R : Ehhh.... Ya
Kalau kalian ramai dikelas saat dijelaskan Bu Sri biasanya ngapain?

S₁ : Ya...mengelikan... Eh... menggelikkan ki opo to? Hehehehe

R : Mengingatkan?

S₁ : Hehehe...iya, mengingatkan. Seperti tadi itu lho, kalau cuma satu yang ramai, tapi kalau semua langsung ceramah

S₂ : Hehehe....ceramah

S₁ : Begini mbak
"Kan saya sudah bilang, kalau guru menerangkan kalian harus memperhatikan.." ya, gitu mbak

R : Sewaktu mengingatkan beliau menggunakan bahasa Inggris atau Indonesia?

S₁ : Indonesia, kalau mengingat itu pake Indonesia, kalau ceramah pake bahasa Inggris kan gimana mbak, malah tambah ga ngerti.

R : Kalau mengingatkan pernah tidak beliau menggunakan bahasa Inggris?

S₁ : Pernah, tapi ga terlalu sering...ya 50 : 50

R : Kalau mengingatkan tetapi lewat pertanyaan?

S₁ : Bahasa Inggris?

R : Iya

S₁ : Ya, pakai bahasa Inggris

R : Jadi selain ceramah juga ada pertanyaan untuk mengingatkan
Oya, apakah Bu Sri menganjurkan kalin menggunakan bahasa Inggris saat bertanya guru maupun teman?

S₁ : Sering
Biasanya bilang gini mbak
"Saya selalu menggunakan bahasa Inggris, bertanya pakai bahasa Inggris, sebenarnya saya itu mau mengingatkan kalin untuk memakai bahasa Inggris sebagai percakapan sehari-hari"

R : Dari situ apakah kalian termotivasi untuk ngomong bahasa Inggris gak?

S₁ : Ehm.... Kalau sama temen gak
Kalau sama guru, ya
Kalau saya nilai perbandingannya Bu Sri itu 80 : 20 anak

R : Ok... ya, cukup
Terimakasih ya...

S₁ + S₂ : Ya, mbak..... sama-sama



DEPARTEMEN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

227

FRM/FBS/35-00
31 Juli 2008

Nomor : 596/H.34.12/PP/IV/2010
Lampiran : —
Hal : Permohonan Izin Penelitian

15 April 2010

Kepada Yth.

Bupati KDH Tk. II Kabupaten Bantul
c.q. Ka. Bappeda Kabupaten Bantul
di Bantul

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan mengadakan penelitian untuk memperoleh data penyusunan tugas akhir skripsi, dengan judul:

The Comparison of Teacher Talk in The English learning teaching Process Among Three Different Levels: Elementary, Junior and Senior High School in Bantul in The Academic Year of 2009/2010

Mahasiswa dimaksud adalah :

Nama : CATHARINA KRISTIANINGSIH
NIM : 04202244006
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Lokasi Penelitian : SD Muhammadiyah Bodon, SMP 1 Bantul, & SMA 1 Bantul
Waktu Penelitian : Bulan April s.d. Juni 2010

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Drs. Sunardi M. Saleh, M.A.
NIP. 19540120 197903 1 002





KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55261 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/35-00

31 Juli 2008

21 Juli 2010

Nomor : 1168/H.34.12/PP/VII/2010
 Lampiran : --
 Hal : Permohonan Izin Perpanjangan Penelitian

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta

c.q. Kepala Biro Administrasi Pembangunan

Sekretariat Daerah Propinsi DIY

Komplek Kepatihan-Danurejan, Yogyakarta 55213

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan mengadakan penelitian untuk memperoleh data penyusunan tugas akhir skripsi, dengan judul :

The Comparison of Teacher Talk in The English Learning Teaching Process Among Three Different Level: Elementary, Yuniior and Senior High Schools in Bantul in The Academic Year of 2009/2010

Mahasiswa dimaksud adalah :

Nama : CATHARINA KRISTIANINGSIH
 NIM : 04202244006
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Lokasi Penelitian : SD Muhammadiyah Bodon, SMP N 1 Bantul, SMA N 1 Bantul
 Waktu Penelitian : Bulan Juli s.d. September 2010

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.



a.n. Dekan

Bantuan Dekan I,

Drs. Suhaini M. Saleh, M.A.
 NIP 19540120 197903 1 002



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA 229

SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814, 512243 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

Nomor : 070/4760/V/2010.

Membaca Surat : Dekan Fak Bahasa dan Seni UNY.

Nomor : 1168/H34.12/PP/VII/2010.

Tanggal Surat : 21 JULI 2010.

Perihal : Ijin Perpanjangan Peneli

- Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintahan Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 13 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) kepada :

Nama : CATHARINA KRISTIANINGSIH.

NIP/NIM : 04202244006.

Alamat : Karangmalang Yogyakarta.

Judul : THE COMPARISON OF TEACHER TALK IN THE ENGLISH LEARNING TEACHING PROCESS AMONG THREE DIFFERENT LEVEL ELEMENTARY, JUNIOR AND SENIOR HIGH SCHOOLS IN BANTUL IN THE ACADEMIC YEAR OF 2009/2010.

Lokasi : Kabupaten Bantul.

Waktu : 3 (tiga) Bulan

Mulai tanggal : 23 Juli s/d 23 Oktober 2010

Dengan ketentuan :

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan *softcopy* hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam *compact disk (CD)* dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang dengan mengajukan surat ini kembali sebelum berakhir waktunya;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

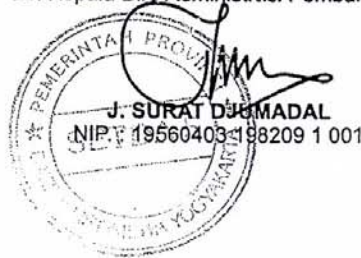
Dikeluarkan di : Yogyakarta

Pada tanggal : 23 Juli 2010

An. Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Uo. Kepala Biro Administrasi Pembangunan

Tembusan disampaikan kepada Yth.

1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Bantul cq Ka Bappeda.
3. Dinas Pendidikan Pemuda dan Olahraga Prov DIY.
4. Dekan Fak Bahasa dan Seni UNY.
5. Yang bersangkutan.





230

PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website <http://www.bappeda.bantulkab.go.id>
E-mail : bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070/1402

Membaca Surat : Dari : Pemerintah Prop DIY Nomor : 070/4760/V/2010
Tanggal : 23 Juli 2010 Perihal : **Ijin Perpanjangan Penelitian**

Mengingat : 1 Keputusan Menteri Dalam Negeri Nomor 9 tahun 1983 tentang Pedoman Pendataan Sumber dan Potensi Daerah;
2 Keputusan Menteri Dalam Negeri Nomor 61 tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri; dan
3 Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor 38/12/2004 tentang Pemberian Izin Penelitian di Propinsi Daerah Istimewa.

Diizinkan kepada

Nama : **CATHARINA KRISTIANINGSIH**
No. NIM : 04202244006 Mhs. UNY Yk

Judul : THE COMPARISON OF THE TALK IN THE ENGLISH LEARNING TEACHING PROCESS AMONG THREE DIFFERENT ELEMENTARY, JUNIOR AND SENIOR HIGH SCHOOLS IN BANTUL IN THE ACADEMIC YEAR OF 2009/2010

Lokasi : SD Muhammadiyah Bodon Jagalan Banguntapan, SMP N 1 Bantul & SMA N 1 Bantul

Waktu : Mulai Tanggal : 23 Juli 2010 s/d 23 Oktober 2010

Dengan ketentuan :

1. Terlebih dahulu menemui/melapor kepada pejabat Pemerintah setempat (Dinas/Instansi/Camat/Lurah setempat) untuk mendapat petunjuk seperlunya;
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat;
3. Wajib memberikan laporan hasil penelitian kepada Gubernur Daerah Istimewa Yogyakarta (c/q Badan Perencanaan Pembangunan Daerah Istimewa Yogyakarta) dengan tembusan disampaikan kepada Bupati lewat Bappeda setempat;
4. Izin ini tidak disalahgunakan untuk tujuan yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah;
5. Surat izin ini dapat diajukan lagi untuk mendapatkan perpanjangan bila diperlukan;
6. Surat izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas.


Kemudian diharap para pejabat Pemerintah setempat dapat memberikan bantuan seperlunya.

Dikeluarkan di : Bantul
Pada Tanggal : 23 Juli 2010

Tembusan dikirim kepada Yth

1. Bpk. Bupati Bantul
2. Ka. Kantor Kesbangpollinmas Kab Bantul
3. Ka. Dinas Pddkn Dasar Kab. Bantul
4. Ka. Dinas Pddkn Mngh & Non Formal Kab. Bantul
5. Ka. SD Muh. Bodon Jagalan Banguntapan
6. Ka. SMP N 1 Bantul
7. Ka. SMA N 1 Bantul
8. Yang Bersangkutan
9. Pertinggal

A.n Bupati Bantul
Kepala Bappeda Kabupaten Bantul
Sekretaris


Ir. PULUNG HARYADI, MSc
NIP. 19640819.199003.1.010



231

MUHAMMADIYAH MAJELIS PENDIDIKAN DASAR DAN MENENGAH
SD MUHAMMADIYAH BODON
SEKOLAH STANDAR NASIONAL
TERAKREDITASI A (AMAT BAIK)

Bodon Jagalan Banguntapan Bantul Yogyakarta Telp. (0274) 375429 - 4437685 Yogyakarta
Web : www.sdmuhbodon-btl.sch.id , email : sdm_bodon@yahoo.co.id

SURAT KETERANGAN

Nomor: 2122/SDM/B/III/2011

Yang bertanda tangan di bawah ini:

Nama : Drs. H. SUKEMI TIRTA, M.Pd.
Jabatan : Kepala Sekolah SD Muhammadiyah Bodon
Alamat : Bodon Jagalan Banguntapan Bantul

menerangkan bahwa:

Nama : CATHARINA KRISTIANINGSIH
NIM. : 04202244006
Prodi : Pendidikan Bahasa Inggris
Universitas Negeri Yogyakarta

telah melaksanakan kegiatan penelitian di SD Muhammadiyah Bodon "Kotagede" Bantul pada tanggal 23 Juli 2010 sampai dengan 23 Oktober 2010 dengan judul "THE COMPARISON OF THE TALK IN THE ENGLISH LEARNING TEACHING PRECESS AMONG THREE DIFFERENT ELEMENTARY, YUNIOR AND SENIOR HIGH SCHOOLS IN BANTUL IN THE ACADEMIC YEAR OF 2009/2010.

Demikian surat keterangan ini saya buat dengan sesungguhnya untuk dapat dipergunakan sebagaimana mestinya.

Banguntapan, 16 Maret 2011
Kepala Sekolah





DINAS PENDIDIKAN DASAR KABUPATEN BANTUL

SEKOLAH MENENGAH PERTAMA 1 BANTUL

Sebagai Rintisan Sekolah Bertaraf Internasional

Jl. RA. Kartini 44 Bantul ☎ 55714 ☎ (0274) 367319 Yogyakarta,

Website : smpn1bantul.net, e_mail : humas@smpn1bantul.net

SURAT KETERANGAN

NOMOR: 424/656

Kepala Sekolah SMP N 1 Bantul menerangkan dengan sesungguhnya bahwa mahasiswa Universitas Negeri Yogyakarta,

Nama : Catharina Kristianingsih
 NIM : 04202244006
 Jurusan : Pendidikan Bahasa Inggris
 Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

Telah melaksanakan penelitian di SMPN 1 Bantul mulai 23 Juli s.d. 23 Oktober 2010 untuk memperoleh data dalam Proses Belajar Mengajar guna penyusunan tugas akhir skripsi dengan judul *"The Comparison of Teacher Talk in the English Learning Teaching Process Among Three Different Level: Elementary, Junior and Senior High Schools in Bantul in the Academic Year of 2009/2010"*.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.



Bantul, 24 Februari 2011

Kepala Sekolah

SMP N 1 Bantul

Bambang Edy Sulistiyana, M. Pd

NIP. 19611219 198403 1 004



PEMERINTAH KABUPATEN BANTUL
DINAS PENDIDIKAN MENENGAH DAN NON FORMAL
SMA NEGERI 1 BANTUL
RINTISAN SEKOLAH MENENGAH ATAS BERTARAF INTERNASIONAL
Jl. KHA. WAKHID HASYIM BANTUL TELP/FAX. 0274 367547, 0274 6462076
Website: sman1bantul.sch.id : E-mail: sman1bantul@gmail.com

F/423/KTU/7

01 Januari 2009

233

SURAT KETERANGAN

Nomor : 081 / SMA.01 / LL / 2011

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Bantul Kecamatan Bantul, Kabupaten Bantul, Propinsi Daerah Istimewa Yogyakarta menerangkan bahwa :

Nama : CATHARINA KRISTIANINGSIH
NIM : 04202244006
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Universitas : Universitas Negeri Yogyakarta

Mahasiswa tersebut benar – benar telah melaksanakan Penelitian di SMA Negeri 1 Bantul, pada tanggal 29 April s.d 5 Mei 2010 dengan judul Penelitian :

“The Comparison Of Teacher Talk In The English Learning Teaching Process Among Three Diferent Level : Elemantary, Junior and Senior High Schools In Bantul In The Academic Year Of 2009 / 2010”

Demikian surat keterangan ini kami buat dengan sebenarnya, agar dapat dipergunakan sebagaimana mestinya.

Bantul, 23 Februari 2011

Kepala Sekolah



Drs. ISDARMOKO, M.Pd

Nip. 19640727 199303 1 003



TUV Rheinland
CERT
ISO 9001